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ABSTRACT

Designed for instruction of mainstreamed educable mentally retarded (EMR) students in kindergarten through grade 12, the resource guide covers quantitative and communication subject areas. Minimal skill sequences are listed for primary, elementary, middle, and secondary age levels for the following quantitative topic areas: clock time, calendar use, money, temperature, weight, volume, velocity, fitting size, and length area. Communication skill sequences cover the following topics (sample subtopics in parentheses): receptive skills (reading decoding, reading comprehension): thinking: expressive skills (oral vocabulary, content, handwriting, and composition). Among appendixes are three informal reading inventories and a basic math skill sequence. Seven accompanying booklets list activities to promote the acquisition of basic communication skills. (CL)

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RESOURCE GUIDE
TO
APPLIED BASIC SKILLS

DEVELOPED AND DISSEMINATED
BY
THE CENTER FOR EDUCATIONAL IMPROVEMENT
COLLEGE OF EDUCATION
UNIVERSITY OF GEORGIA

AND

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RESOURCE GUIDE

TO

APPLIED BASIC SKILLS

GRADES K-12

Sponsored by:

CENTER FOR EDUCATIONAL IMPROVEMENT
University of Georgia
Morrill M. Hall, Director

And

NORTHEAST GEORGIA CESA
Athens, Georgia
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Revision I

PREFACE

The purpose and intent of this resource guide is to provide teachers with a variety of instructional practices that may be utilized in EMR programs from kindergarten through the twelfth grade which will allow the individual student to realize more fully his or her potential in the desegregated school setting.

The information contained in the following pages of this guide was produced under the combined guidance and direction of personnel from the Center for Educational Improvement, University of Georgia, and the Northeast Georgia CESA Unit working in concert with instructional and administrative personnel from seven school systems in Northeast Georgia.

Special recognition is due Mr. Thomas H. Riden, Superintendent, Morgan County Schools, Ms. Jesse Cunningham, Local Special Education Director, Morgan County Schools and Ms. Anne Jones, Director of Special Education, Greene, Morgan, Social Circle and Walton counties for their continuing support and assistance throughout the completion of this project.

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ASSUMPTIONS

The Applied Basic Skills Resource Guide represents the collective efforts of teachers and administrators in developing a cross systems resource package in the quantitative and communication subject areas for utilization in EMR programs.

The basic assumptions underlying the development of the resource guide were as follows:

1. Reading and math skills are necessary tools for the ultimate development for social adaptation and occupational adequacy.
2. The school systems involved in the development of the resource guide have similar goals for their EMR students: social adaptation and occupational adequacy.
3. The most acceptable EMR age levels for those school systems participating are designated by the following traditional groupings: primary (K-3); elementary (4-6); middle (7-8); secondary (9-12).
4. The resource guide is viewed as a "working paper" in that: (1) The guide is the basis for continuous evaluation input from every teacher who receives a copy; (2) The guide will always be open for additions, revisions, and deletions.
5. The skill sequences contain only minimal skills for each EMR level.
6. Some advanced level skills may be accomplished by EMR youngsters at earlier levels and vice versa.
7. Some advanced level skills may be used by teachers of earlier level EMR's as enrichment activities.
8. This guide deals with the application of basic skills and does not guarantee that all skills will be covered. It assumes that pre-application skills will be introduced appropriately. (See Appendix.)

TABLE OF CONTENTS

TITLE PAGE

Flow Charts

I. Quantitative

A. Clock Time 1
B. Calendar 9
C. Money 14
D. Temperature 19
E. Weight 23
F. Volume 29
G. Velocity 40
H. Fitting Size 41
I. Length Area 42

Appendix - Basic Math Skill Sequence 157

II. Communication

A. Receptive

1. Oral (Listening) (to be developed)
2. Written (Reading)

a. Decoding Tools

(1) Configuration Clues 52
(2) Picture Clues 53
(3) Phonics 56
(4) Word Analysis 58
(5) Linguistics 59
(6) Sight Words 61

(a) Appendix - Basic Sight Words

The Great Atlantic and Pacific Sight Word List 65
A Basic Word List for Special Pupils 71
Dolch Words 77
Dolch Basic Sight Words 79
Dolch Most Common Nouns 80
A Basic Integrating Core Vocabulary 81

(b) Appendix - Functional-Social Sight Words

Wilson's Functional Vocabulary 84
A Functional Core Vocabulary for Slow Learners 87

TITLE PAGE

(c) Appendix: Suggested Vocational Sight Words 89

(7) Context Clues 100

b. Comprehension

(1) Basic 101
(2) Functional-Social (to be developed)
(3) Vocational 95

3. Non-Oral (to be developed)

B. Thinking (to be developed)

C. Expressive

1. Oral

a. Vocabulary

(1) Word Meaning 105
(2) Pronunciation 109

b. Structure

(1) Word Order 111
(2) Grammar 114

c. Content

(1) Creative 116
(2) Functional-Social 119
(3) Vocational 122

2. Written

a. Handwriting

(1) Manuscript 123
(2) Cursive 124

b. Composition

(1) Writing Tools

(a) Grammar 125
(b) Punctuation 128
(c) Spelling 130
(d) Written Abbreviations 131

(2) Content

(a) Functional 136
(b) Creative 138

TITLE PAGE

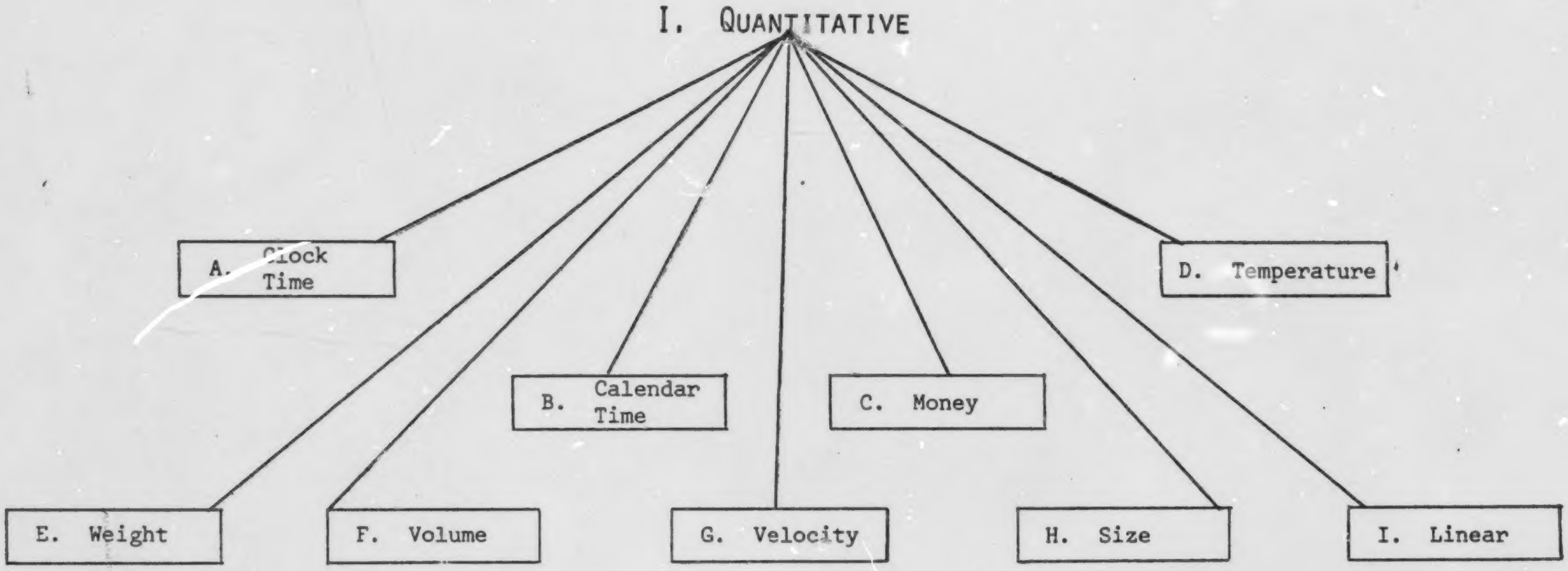
c. Typing 139

3. Non-oral (to be developed)

Appendix - Basic Communication Pre-skills 140
Dictionary Skill Sequence 144
Informal Reading Inventories

Flat Shoals Criteria for Vertical Progression in Reading 147
San Diego Quick Assessment Test 151
Dolch Basic Sight Vocabulary Checklist 153

CODE CHART


I. QUANTITATIVE
A. Clock Time
D. Temperature
B. Calendar Time
C. Money
E. Weight
F. Volume
G. Velocity
H. Size
I. Linear

CODE CHART

II. COMMUNICATION

A. Receptive

- 1. Oral (Listening)
  (To Be Developed)
- 2. Written (Reading)
  - a. Decoding Tools
    - (1) Configuration Clues II. A. 2. a. (1)
    - (2) Picture Clues II. A. 2. a. (2)
    - (3) Phonics II. A. 2. a. (3)
    - (4) Word Analysis II. A. 2. a. (4)
    - (5) Linguistics II. A. 2. a. (5)
    - (6) Sight Words II. A. 2. a. (6)
      - (a) Basic--Appendix
      - (b) Functional-Social--Appendix
      - (c) Vocational--Appendix
    - (7) Context Clues II. A. 2. a. (7)
  - b. Comprehension
    - (1) Basic II. A. 2. b. (1)
    - (2) Functional-Social II. A. 2. b. (2)
      (to be developed)
    - (3) Vocational II. A. 2. b. (3)
- 3. Non-Oral II. A. 3.
  (To Be Developed)

B. Thinking II. B.
(To Be Developed)

C. Expressive

- 1. Oral
  - a. Vocabulary
    - (1) Word Meaning
      II. C. 1. a. (1)
    - (2) Pronunciation
      II. C. 1. a. (2)
  - b. Structure
    - (1) Word Order
      II. C. 1. b. (1)
    - (2) Grammar
      II. C. 1. b. (2)
  - c. Content
    - (1) Creative
      II. C. 1. c. (1)
    - (2) Functional Social
      II. C. 1. c. (2)
    - (3) Vocational
      II. C. 1. c. (3)
- 2. Written
  - a. Handwriting
    - (1) Manuscript
      II. C. 2. a. (1)
    - (2) Cursive
      II. C. 2. a. (2)
  - b. Composition
    - (1) Writing Tools
      - (a) Grammar
        II. C. 2. b. (1) (a)
      - (b) Punctuation
        II. C. 2. b. (1) (b)
      - (c) Spelling
        II. C. 2. b. (1) (c)
      - (d) Abbreviations
        II. C. 2. B. (1) (d)
    - (2) Content
      - (a) Functional
        II. C. 2. b. (2) (a)
      - (b) Creative
        II. C. 2. b. (2) (b)
  - c. Typing II. C. 2. c.
- 3. Non-Oral II. C. 3.
  (To Be Developed)

Topic: Clock-Time (I.A.)

Primary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Identifies the numerals 1 to 12.						
2. Says the names of the numerals from 1 to 12.						
3. Places the numerals 1 to 12 in order on a number line and then counts them aloud.						
4. Moves the numerals 1 to 12 from their number line position to their clockface position.						
5. Places a numeral in its clockface position in correct order.						
6. Reads aloud all of the numerals on a clockface in a clockwise direction starting at 12.						
7. Identifies time on the hour.						
8. Counts to sixty by one's using a number line.						
9. Counts to sixty without stopping by using a number line.						
10. Recognizes that a clockface is like a number line that is curved.						
11. Recognizes that the minute hand is the pointer for the "60" number line.						
12. Reads ________:00 as o'clock.						
13. Says "o'clock" when the minute hand is at the top center position.						

Topic: Clock-Time (continued) (I.A.)

Primary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
14. Associates hours with the numeral indicated by the shorter hour hand on the clockface.						
15. Reads aloud the time as indicated by the positions of the hands for time on the hour.						
16. Says "o'clock" when reading or referring to time on the hours.						
17. Reads the numeral on the clockface which the hour hand has just passed.						
18. Recognizes that the hour hand moves slowly from one numeral to the next.						
19. Counts by fives on the 60 number line.						

Topic: Clock-Time (I.A.)

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Shows a designated time on the clockface; time designated will be time on the hour.						
2. Shows time on the half hour.						
3. Identifies time on the half hour.						
4. Recognizes that the sixty numerals on a number line match up in a one-to-one correspondence with the marks on a clockface.						
5. Counts clockwise by ones every single mark from zero point (60) on a clockface to determine the number which is indicated by the long pointer.						
6. Says " minutes after" the hour.						
7. Recognizes that the minute hand (longer pointer) points to the top center of the clockface when the clock reads :00.						
8. Associates the word "o'clock" with " :00" and the top center position of the minute hand.						
9. Recognizes that the tally counter on the "12" number line is doing the same job as the hour hand on the clockface.						
10. Recognizes the hour as indicated by the numeral which the hour hand is pointing to when the minute hand is pointing to the top center of the clockface.						

Topic: Clock-Time (continued) (I.A.)

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
11. Recognizes that the longer hand is always pointing to the numeral 12 when the hour hand points directly to a numeral on the clockface.						
12. Recognizes that thirty minutes after the hour is the same as (is another name for) "half after the hour."						
13. Says "half after the hour."						
14. Says the minutes and hours in sequence, "thirty-five minutes after 7."						
15. Tells time correctly to the minute using the language "after the hour."						
16. Recognizes relationship between the placement of numerals on the "12" number line and the multiples of five on the "60" number line when both number lines are of the same length.						
17. Maps the multiples of five on the "60" number line on the "12" number line in a counting sequence using the idea of many to one relation.						
18. Counts by fives on a clockface using the numerals one to twelve on the clockface as a guide.						
19. Counts multiples of five on a clockface as indicated by the numeral on the clockface to which the longer hand is pointing.						

Topic: Clock-Time (continued) (I.A.)

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
20. Tells time to the minute using the language after the hour with facility by counting first by fives and then by ones until the position of the minute hand is reached.						
21. Recognizes that fifteen minutes after the hour is another name for a quarter after the hour, and that thirty minutes after is another name for half after the hour.						
22. Says "a quarter after the hour."						
23. Recognizes that forty-five minutes after the hour is another name for three-quarters after the hour.						
24. Recognizes that three-quarters after the hour is another name for a quarter before the next hour.						
25. Recognizes that another name for a quarter before the next hour is fifteen minutes before the next hour.						
26. Generalizes that forty-five minutes after one hour is another name for fifteen minutes before the next hour.						
					2	

Topic: Clock-Time (continued) I.A.)

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
27. Uses the language "after the hour" when referring to the number of minutes the minute hand has traveled past the numeral 12 on a clockface, and uses the language "before the hour" when referring to the number of minutes the minute hand must travel to reach the numeral 12 again during a span of sixty minutes.						
28. Counts in a clockwise direction the number of minutes the minute hand must traverse to reach the numeral 12.						
29. Counts in a counterclockwise direction from the numeral 12 to determine how many minutes the minute hand must travel before it will reach the numeral 12.						
30. Tells time to the minute using the language "n minutes after the hour," "n minutes before the hour, 1/4 after, 1/2 after, 1/4 before, and X o'clock."						
31. Shows the correct time on a clockface in response to the language "n minutes after, n minutes before, 1/4 after, 1/2 after, 1/4 before, o'clock" when these times are spoken.						
32. Shows the correct time on a clockface in response to the written forms: "8:00, 8:16, a quarter after 8, a quarter to nine, 8:30, half after 8, 8:45, 8:53."						

Topic: Clock-Time (continued) (I.A)

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
33. Identifies the time shown on a clockface by selecting the correct written response from a set of heterogeneous forms.						
34. Recognizes a.m. as time between midnight and noon.						
35. Recognizes p.m. as time between noon and midnight.						
36. Relates Roman numerals I-XII to Arabic numerals 1-12 on the clockface.						
37. Sets an alarm clock.						

Topic: Clock-Time (I.A.)

Middle-Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Punches a time clock.						
2. Recognizes that a normal work day is 8 working hours.						
3. Recognizes that time allotted for lunch is not usually a part of working hours.						
4. Demonstrates awareness of "overtime" as being in addition to regular working day.						
5. Uses concept of shift as eight working hours.						
6. Uses concept of shift such as first (1st), second (2nd), third (3rd), or day, swing, or graveyard.						
7. Uses concept of split shift.						
8. Computes travel time from home to job allowing for weather and other special conditions.						
9. Computes sick leave, annual leave based on number of days already worked.						

Topic: Calendar (I.B.)

Primary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Labels night or day in pictures and life experiences.						
2. Labels morning, afternoon, and noon.						
3. Associates one day as special event: birthday, Christmas, Halloween, etc.						
4. Associates days of the week with special events: T.V. programs, Sunday school, Family Time, etc.						
5. Differentiates winter and summer in terms of cold weather: snow and Christmas, and heavy clothes; In terms of hot weather: green grass, vacation, etc.						
6. Differentiates today, tomorrow, yesterday.						
7. Recognizes concept of school week and of week end.						
8. Recognizes a seven day week.						
9. Names days of week.						
10. States name of present day.						
11. Names days of week in order.						
12. Recognizes names of the days of the week.						
13. Reads names of days of week.						

Topic: Calendar (continued) (I.B.)

Primary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
14. Reads numeral date of month.						
15. Sequences days of the week (Sunday as first day of week).						
16. Recognizes own birthday.						
17. Tells number of months in a year.						

Topic: Calendar (I.B.)

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Names months of year.						
2. Demonstrates awareness of concept of morning, noon, afternoon, night, and midnight in relationship to time.						
3. Names current month.						
4. Names previous month. (Names "month before.")						
5. Deomonstrates concept of spring and fall.						
6. Demonstrates concept of 24 hours a day.						
7. Demonstrates relationship between January and first month of the year.						
8. Names months in sequence.						
9. Demonstrates knowledge of relationship of a month to its numerical sequence in year.						
10. Differentiates between school year and calendar year.						

Topic: Calendar (I.B.)

Middle	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Adds and subtracts by counting on calendar (How many days and weeks until).						
2. Designates time by first, middle or last of month or year.						
3. Writes date - date, month, year.						
4. Punctuates written date.						
5. Abbreviates days of week.						
6. Abbreviates months of year.						
7. Associates months with seasons.						
8. States number of days in year.						
9. Designates date by 1st Monday, or 3rd Tuesday, etc.						

Topic: Calendar (I.B.)

Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Demonstrates concept of per day.						
2. Demonstrates concept of per week.						
3. Demonstrates concept of per year.						
4. Demonstrates awareness of due dates on bills, payments. (deadlines, expiration)						
5. Recognizes dates on newspapers.						
6. Recognizes dates on magazines.						
7. Associates terms dawn, dusk, twilight with appropriate time of day.						
8. Recognizes the significance of expiration dates. (for example: grocery coupons, medicine, perishable items, warrenties)						
9. Uses published TV schedule to match days, dates, and time and program.						
10. Uses concept of annually to mean once a year or every year.						
11. Uses concept of semi-annually to mean every six months and twice a year.						
12. Uses concept of quarterly to mean four times a year or every three months.						
13. Calculates dates on calendar for menstrual cycle.						
14. Recognizes the use of calendar for taking birth control pills.						

Topic: Money (I.C.)

Primary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. States verbally why money is needed and what it is used for.						
2. Identifies an example of each coin when asked to point to it. (Penny, nickle, dime, quarter, coin half dollar.)						
3. Identifies paper bill money when asked to point to it. (Bills up to fifty dollars)						
4. Recognizes and reproduces the money symbols. (Cent and dollar signs)						
5. States the value in cents of each coin and a one dollar bill.						
6. Counts out the correct change needed to equal other coins or bills up to a dollar.						
7. Compute simple addition and subtraction problems using money notation.						
8. Solves simple, oral word problems using money.						
9. Labels two common items of differing items as expensive or cheap. (Car vs. bubble gum.)						
10. Saves tokens in simple classroom token system.						

Topic: Money (I.C.)

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. States he has the correct change to make a purchase.						
2. Makes change using fewest coins for even amounts - a. 10¢ b. 50¢						
3. Makes change using fewest coins up to a dollar.						
4. Recognizes and writes the correct money words. (1. penny, 2. nickel, 3. dime, 4. quarter, 5. half dollar, 6. cent, 7. money)						
5. Computes problems dealing with money using regrouping (carrying and borrowing).						
6. Solves simple word problems using money terms.						
7. Names ways to obtain money (earning, welfare, social security).						
8. Understands by stating how or where to obtain and manage money.						
a. Identify corresponding words - 1. income, 2. check, 3. bank, 4. payroll, 5. food, 6. lunch tickets, 7. tokens, 8. cheaper, 9. sales tax						

Topic: Money (I.C.)

Middle	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. States ways of spending money.						
2. State how to purchase food stamps and which items they can purchase.						
3. Locates price of items.						
4. States the total cost of the grocery order.						
5. Buys items such as groceries, clothing, and hardware.						
6. Keeps a running total of the cost of items by using a calculator.						
7. States how to exchange items and how to get a refund.						
8. Counts the correct amount of change returned and verifies the accuracy.						
9. States how to charge an item being purchased.						
10. Labels two common items of similar cost as more or less expensive.						
11. Chooses more appropriate salary when given two choices.						

Topic: Money (I.C.)

Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. States the use of a money order and where to get a money order.						
2. States and demonstrates the process of purchasing a money order (cost for an order, total amount an money order can be received for, how to pay for a money order)						
3. Demonstrates cashing a money order (how to endorese a check and proper identification)						
4. Writes a check. Records written check in checkbook.						
5. Cashes a check.						
6. Computes current checkbook balance.						
7. Deposits money in a checking or savings account.						
8. Withdraws money from checking or savings account.						
9. Reconciles checkbook balance with bank statement and accounts for service charge.						
10. States the different sources of credit. (bank, credit card, friends, loan sharks)						
11. Explains the finance charge or interest on credit.						
12. Demonstrates filling out application for credit.						
13. States how to establish good credit (paying bills, not writing bad checks)						

Topic: Money (continued) (I.C.)

Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
14. Maintains good credit rating with credit bureau.						
15. States how to get a loan.						
16. Differentiates between interest earned and interest paid.						
17. Chooses cheapest and most appropriate way to buy large items.						
18. Calculates expenses for a day, week, or month.						
19. Computes gross pay.						
20. Defines payroll deduction terms. (FICA or social security, insurance, withholding, taxes, etc.)						
21. Computes net pay.						
22. Recognizes the need for insurance.						
23. States the different types of insurance.						
24. Chooses the best insurance for a given situation.						
25. States how payments of insurance differs under payroll deduction and non-deductible insurance.						
26. Demonstrates filling out a tax form and where to get the information.						
27. States where to get assistance in filling out the tax form and cost of assistance.						

Topic: Temperature (I.D.)

Primary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Identifies hot and cold by touch.						
2. Identifies objects and conditions which are warm and cool.						
3. Chooses appropriate dress for temperature.						
4. Recognizes a thermometer.						
5. Demonstrates the proper use and care of thermometer.						

Topic: Temperature (I.D.)

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Perceives relationship between weather report (T.V., radio, etc.) and actual outside weather conditions.						

Topic: Temperature (I.D.)

Middle	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Recognizes different types of thermometers for different purposes.						
2. Reads a vertical thermometer.						
3. Recognizes dials and indicators (stove, car engines) as thermometers.						
4. Uses the following terms: danger, start, high, low, off, on, medium, left, right, front, rear, temp., oven, boil, bake, braize, broil, LF, RR, RF, LR, simmer, med., auto, fan, cool-heat.						
5. Estimates temperature on a scale without a number present.						
6. Recognizes numerical temperature with degree symbol.						

Topic: Temperature (I.D.)

Secondary

	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. States names ot two temperature scales: Celsius, Fahrenheit.						
2. States temperature readings below and above 0°.						
3. Describes characteristics of both freezing and boiling liquids on either a fahrenheit or centigrade scale.						
4. Reads and sets termostat control on a range, air conditioner, room heater, appliance, etc.						
5. Takes body temperature and states whether above normal, normal, or below normal.						
6. Sets a thermometer or thermostat to written directions for degrees and/or time.						
7. Knows abbreviations for celsius, fahrenheit.						

67

68

Topic: Weight (I.E.)

Primary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Uses concept of more/less in relation to weight.						
2. Uses concept of heavy/light in relation to weight.						
3. Uses concept of more/most in relation to weight.						
4. Uses concept that all objects have weight.						
5. Uses concept that two objects may have same or different weight.						
6. Uses concept that two objects of same size may vary in weight. (lead vs. feathers)						
7. Uses concept that two like objects of different sizes have different weights.						
(big apple weighs different from small apple)						
8. Uses concept of over-weight and under-weight in terms of personal weight.						
9. Uses concept of pounds as measure of personal weight.						
10. Reads personal weight on bathroom scales.						
11. Shows equal and unequal weights on a balance scale.						
12. Recognizes appropriate types of scales for weighing objects. (You would not weigh						
a baby on a penny sidewalk scale.)						
13. Uses concept that pounds are unit of measure of weight.						

Topic: Weight (I.E.)

Primary (continued)	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
14. Uses concept that pounds can be used to measure weight of many objects (in addition to personal weight.)						
15. Names common items that are bought by the pound.						
16. States that we buy objects at a certain cost per weight.						

Topic: Weight (I.E.)

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Uses concept that an object that weighs one pound is heavier than an object which weighs one ounce.						
2. Reads "pounds" on a balance or other scales in home.						
3. Recognizes types of scales appropriate for measuring ounces or pounds.						
4. Uses lb. as abbreviation for pound, and lbs. for pounds.						
5. Uses concept that pound can be divided into smaller parts.						
6. Recognizes ½ as "half".						
7. Uses concept of half-pound.						
8. Uses concept that 2 halves = 1 whole.						
9. Uses concept that ounce = unit of measure of weight.						
10. Recognizes ou. or oz. as abbreviation for ounce.						
11. Uses concept that an object's weight can be expressed in equivalent terms.						
12. Uses concept that pound = 16 ounces.						
13. Demonstrates that half-pound = 8 oz.						
14. Uses concept of quarter pound.						

Topic: Weight (continued) (I.E.)

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
15. Demonstrates that quarter pound equals 4 ounces.						
16. Uses concept that a number of like objects make a pound. (Concrete: "How many of these apples do you get in a pound?")						
17. Relate weight in pounds to cost. (Price per pound: 1 pound of apples = .49¢)						
18. Determines which objects are measured by ounces.						
19. Names other specific systems of measuring weight, namely METRIC.						

Topic: Weight (I.E.)

Middle	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Uses concept that an object that weighs a ton is heavier than an object that weighs a pound (or an ounce.)						
2. Lists and reads all types of scales in homes and stores.						
3. Recognizes types of scales appropriate for measuring tons.						
4. Converts X number of pounds to X ounces. (2 lb. = 32 oz.)						
5. Converts X number of ounces to X pounds. (32 oz. = 2 lbs.)						
6. Converts X number of ounces to X lbs. with remainder of oz. (36 oz. = 2 lbs. 4 oz.)						
7. Uses concept of ton as a unit of measure of weight.						
8. Uses 1 ton as 2,000 pounds.						
9. Names common objects weighed by tons.						
10. Determines how many specific objects make a pound in a given situation.						
11. Determines how to buy specific objects at certain cost per pound. (Practice: i.e., how much does 5 lbs. of apples cost at .49¢ per pound?)						
12. Finds how many specific objects by the lb. one could buy for certain amount of money. (Practice: how many apples at .49¢ per lb. could you get for $2.00?)						

13. Names specific units of weight in metric system.

Topic: Weight (I.E.)

Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Reads "tons" on industrial scales, such as those which measure cars, trucks, scrap metal, bricks, and at loading docks, etc.						
2. Reads commercial scales by ounces, pounds or tons.						
3. Decides appropriate types of scales for industrial or commercial uses.						
4. Converts X tons to X lbs. without remainder. (3 tons = 6000 lbs.)						
5. Converts X lbs. to X tons without remainder. Uses 4000 lbs. as 2 tons.						
6. Rounds off tons to nearest ton to eliminate fractions. (2 $^3/_4$ tons = 3 tons)						
7. Determines better buys on compared prices by the pound.						
8. Uses concept that some stores mark items at cost per ounce of weight such as Winn-Dixie.						
9. Determines better buy at cost per ounces.						
10. Compares units of measuring weight in Metric and English systems.						
11. Estimates weight to their approximate values.						

Topic: Volume (I.F.)

Primary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Uses concept of empty.						
2. Uses concept of full.						
3. Uses concept of handful.						
4. Uses concept of what can be measured by the handful.						
5. Uses concept of glassful.						
6. Uses concept of what can be measured by the glassful.						
7. Uses concept of boxful.						
8. Uses concept of what can be measured by the boxful.						
9. Uses concept that all containers can hold something.						
10. Uses concept that most store bought goods come in containers.						
11. Uses concept of what is appropriate to measure in containers.						
12. Uses concept that size and shape of containers determine what will fit into them.						
13. Uses concept that size and shape of matter will determine if it will fit into containers.						
14. Identifies various shapes of containers. (round, square, flat, tall)						

Topic: Volume (continued)(I.F.)

Primary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
15. Identifies various types of containers. (bucket, tin cup, coffee cup, etc.)						
16. Uses concept that some things we measure are dry, and some are liquid.						
17. Uses concept that dry and liquid things are measured by units.						
18. Uses concept of cup as a unit of measure.						
19. Uses concept of "cupful".						
20. Names different types of cups. (Coffee cup, measuring cup, etc.)						
21. Names common things that are measured by the cup.						
22. Identifies containers which most likely can hold a cup.						
23. Demonstrates "full cup" on a marked cup.						
24. Uses concept of pint as a unit of measure.						
25. Names common things that are measured by the pint.						
26. Identifies containers which most likely can hold a pint.						
27. Uses concept of quart as a unit of measure.						
28. Names common things measured by the quart (oil, milk . . .)						
29. Identifies containers which most likely can hold a quart.						

Topic: Volume (continued) (I.F.)

Primary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
30. Uses concept of gallon as unit of measure.						
31. Names common things measured by the gallon. (milk, gas, punch, clorox, kerosene, fuel oil.)						
32. Identifies containers which most likely can hold a gallon.						
33. Distinquishes between measuring spoons and common spoons.						
34. Discriminates between a tablespoon and a teaspoon.						
35. Uses concept of spoonful.						
36. Uses concept that measures are used to sell equal amounts to all customers.						
37. Uses concept of "recipe" as a way to cook based on measuring.						
38. Uses concept that recipe ingredients must be measured.						
39. Uses concept that people use different measures for volume in different countries. (In the eventual adoption of metric in the USA, specific units would be introduced by levels.)						
40. Uses concept that apples and fruits and vegetables can be measured in a basket.						

Topic: Volume (I.F.)

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Uses concept of "level" measure.						
2. Uses concept of "heaping" measure.						
3. Uses concept that different shapes of containers can hold same volume. (PIAGET).						
4. Uses concept that all matter is either solid, liquid, or gas.						
5. Recognizes that containers may hold solids, liquids, or gases.						
6. Uses concept that a container holds same amount of solid, liquid, or gas.						
7. Uses different measures for dry and liquid volumes.						
8. Uses concept of c. as cup.						
9. Recognizes "½" as symbol for "half".						
10. Uses conept of "half-cup".						
11. Shows half-cup on a marked measuring cup.						
12. Uses concept that fluid ounces (ou., oz.) can measure liquid volume.						
13. Uses concept that a cup equals 8 ounces of volume.						
14. Knows that pt. = pint.						
15. Measures pint on a marked cup.						

Topic: Volume (continued) (I.F.)

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
16. Uses concept of half-pint as a unit of measure.						
17. Uses concept that milk, juice, etc. is measured in a half-pint.						
18. Uses concept that cup = half-pint.						
19. Shows a half-pint (cup) on a marked cup.						
20. Uses qt. as abbreviation for quart.						
21. Uses concept of "half-quart".						
22. Measures quart on a marked or unmarked cup.						
23. Uses gal. as abbreviation for gallon.						
24. Uses concept of half-gallon.						
25. Uses concept that many liquids are measured in "half-gallons" (milk, orange juice)						
26. Uses Tbsp. as abbreviation for tablespoon.						
27. Uses tsp. as abbreviation for teaspoon.						
28. Uses T. as abbreviation for tablespoon and t. for teaspoon.						
29. Discriminates size and use of teaspoon.						
30. Discriminates size and use of tablespoon.						

Topic: Volume (continued) (I.F.)

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
31. Uses concept of heaping spoonfuls.						
32. Uses concept of level spoonfuls.						
33. Uses concept that things in stores includes cost for containers.						
34. Uses concept that measures in recipes are abbreviated in different ways.						
35. Uses concept that recipes can be made larger or smaller.						
36. Recognizes that there is another system of volume measurement called "METRIC".						
37. Uses concept of bushel as unit of measure.						
38. Uses concept that some things are measured by the bushel.						
39. Names common things measured by the bushel.						
40. Names containers that hold about a bushel.						

Topic: Volume (I.F.)

Middle	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Uses application of cup = half-pint.						
FOOTNOTE: Pre-Skills for following steps in measuring by cup includes being able to use fractions and their equivalents. $^2/_4 = {}^1/_2$, etc.						
2. Recognizes ¼ as symbol for quarter.						
3. Uses concept of ¼ cup.						
4. Shows "quarter cup" on a marked measuring cup.						
5. Recognizes $^3/_4$ as "three-quarters".						
6. Uses concept of "$^3/_4$ cup".						
7. Shows $^3/_4$ cup on a marked cup.						
8. Recognizes $^1/_3$ as symbol for one-third.						
9. Uses concept of $^1/_3$ cup.						
10. Shows third of a cup or $^1/_3$ cup on a marked measuring cup.						
11. Recognizes $^2/_3$ as symbol for $^2/_3$ cup.						
12. Uses concept of $^2/_3$ cup.						
13. Shows $^2/_3$ cup or two-thirds cup on a marked measuring cup.						

Topic: Volume (continued) (I.F.)

Middle	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
14. Uses 1 pint as 2 cups.						
15. Uses pt. as abbreviation for pint in a recipe.						
16. Measures "half-pint".						
17. Uses "half-pt." as abbreviation in recipes.						
18. Uses concept that 1 quart = 2 pints.						
19. Measures a half-quart.						
20. Uses qt. as an abbreviation for quart in recipes.						
21. Uses 1 gallon as 4 quarts.						
22. Uses ½ gallon as 2 quarts.						
23. Measures half-gallon in a container.						
24. Measures gallon in a container.						
25. Uses gal. as an abbreviation in a recipe.						
26. Uses 3 teaspoons as 1 tablespoon.						
27. Uses Tbsp. or T. as symbol for tablespoon in a recipe.						
28. Uses Tsp. or t. as symbol for teaspoon in a recipe.						

Topic: Volume (continued) (I.F.)

Middle	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
29. Uses concept of ½ (half) teaspoon in a recipe.						
30. Uses concept of ¼ (quarter) teaspoon in a recipe.						
31. Uses concept of $^1/_8$ teaspoon as a "pinch" in a recipe.						
32. Uses concept that items cost an amount of money based on the volume. (53¢ per gallon of gas: 65¢ per quart of milk).						
33. Halves recipe for half as much.						
34. Doubles a recipe for twice as much.						
35. Triples a recipe for three times as much.						
36. Names some specific units of other systems of measuring volume, namely metric units.						
37. Uses concept of peck as unit of measure.						
38. Uses concept of half-bushel as unit of measure.						
39. Uses concept that a grocery bag is equal to half-bushel.						

Topic: Volume (I.F.)

Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Uses ¼ cup in a recipe.						
2. Uses 3/4 cup in a recipe.						
3. Uses 1/3 cup in a recipe.						
4. Uses 2/3 cup in a recipe.						
5. Fills marked or unmarked containers to the level of pint or half-pint, for purposes of home canning and/or selling.						
6. Uses equivalent that 1 quart = 2 pints in recipes.						
7. Fills containers to the level of quart and half-quart, for freezing and/or selling.						
8. Fills containers to the level of gallon and half-gallon.						
9. Uses ¼ teaspoon in a recipe.						
10. Uses ½ teaspoon in a recipe.						
11. Uses 1/8 teaspoon (pinch) in a recipe.						
12. Compares prices per volume of liquid measure. (can, quart, bottle, gas, milk)						
13. Compares price per volume of dry measure. (as in boxes of cookies, etc.)						
14. Determines the better buy between volumes, based on price per volume.						

Topic: Volume (continued) (I.F.)

Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
15. Mixes in equal proportions (1 can orange juice plus 3 cans water).						
16. Mixes one part liquid to three parts liquid.						
17. Multiplies recipes for larger or smaller amounts in commercial uses. (restaurant, lunchroom, bakery.)						
18. Measures out large recipes into containers.						
19. Describes concept of cubic volume.						
20. Uses dry and liquid measures for volume. (How and Why?)						
21. Determines serving size according to number of ounces needed per person.						
22. Recognizes can by commerical number. (See next page)						

COMMON CONTAINER SIZES

Test kitchen home economists will find stated on the label of each can or jar of food the net weight, or fluid content. They are urged to check the content on labels of canned foods being used in recipes.

The labels of cans or jars of identical size may show a net weight for one product that differs slightly from the net weight on the label of another product, due to the difference in the density of the food. An example would be pork and beans (1 lb.), blueberries (14 oz.), in the same size can.

CONTAINER			
	CONSUMER DESCRIPTION		
INDUSTRY TERM	APPROX. NET WEIGHT OR FLUID MEASURE (CHECK LABEL)	APPROX. CUPS	PRINCIPAL PRODUCTS
8 oz.	8 oz.	1	Fruits, vegetables, *specialties for small families. 2 servings.
Picnic	10½ to 12 oz.	1¼	Mainly condensed soups. Some fruits, vegetables, meat, fish, *specialties. 2 to 3 servings.
12 oz. (vacuum)	12 oz.	1½	Principally for vacuum pack corn. 3 to 4 servings.
No. 300	14 to 16 oz.	1¾	Pork and beans, baked beans, meat products, cranberry sauce, blueberries, *specialties. 3 to 4 servings.
No. 303	16 to 17 oz.	2	Principal size for fruits and vegetables. Some meat products, ready-to-serve soups, *specialties. 4 servings.
No. 2	1 lb. 4 oz. or 1 pt. 2 fl. oz.	2½	**Juices, ready-to-serve soups, some *specialties, pineapple, apple slices. No longer in popular use for most fruits and vegetables. 5 servings.
No. 2½	1 lb. 13 oz.	3½	Fruits, some vegetables (pumpkin, sauerkraut, spinach and other greens, tomatoes). 5 to 7 servings.
No. 3 cyl. or 46 fl. oz.	3 lb. 3 oz. or 1 qt. 14 fl. oz.	5¾	Fruit and vegetable juices**, pork and beans. Institutional size for condensed soups, some vegetables. 10 to 12 servings.
No. 10	6½ lb. to 7 lb. 5 oz.	12-13	Institutional size for fruits, vegetables and some other foods. 25 servings.

Meats, Poultry, Fish and Seafood are almost entirely advertised and sold under weight terminology.

Infant and Junior foods come in small cans and jars suitable for the smaller servings used. Content is given on label.

Specialties—Food combinations prepared by special manufacturer's recipe.

***Juices are now being packed in a number of other can sizes including the one quart size.*

Topic: Velocity (I.G.)

Primary-Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Read speed limit signs.						
2. Identifies "miles per hour" when asked "How fast are you going."						
3. States the speed limit for state of Georgia on state highways.						
4. Reads speedometer simulation to the nearest ten and five.						
5. Sets a simulated speedometer with accuracy.						
6. Identifies all international and traditional warning signs.						
7. States that warning signs mean to slow up or stop.						
8. Calculates how many miles someone has gone in one hour at ________ m.p.h.						
9. Calculates how many miles someone has gone in 2 or more hours at speed _____ m.p.h.						
10. States a safe minimum or maximum speed in relation to road conditions such as type of road, population along road, number of cars, weather conditions, time of day.						
11. Calculates time to travel certain distances at ______ m.p.h.						
12. Calculates arrival time at a given speed and mileage.						
13. Estimates safe stopping distance according to a specific m.p.h.						

Topic: Fitting Size: Clothing, tools, housewares, and other categories. (I.H.)

Primary-Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Chooses clothes that fit self.						
2. Locates size label on new garments.						
3. Relates number size to comparison sizes such as small, medium, and large.						
4. States from memory his own clothing sizes.						
5. Identifies children's sizes as compared to adult sizes.						
6. Determines body measurements and states clothing sizes.						
7. Distinguishes between regular and irregular sizes in bedding.						
8. Distinguishes from label which size sheet is appropriate for which size bed.						
9. Chooses appropriate size tool.						

Topic: Length/Area (I.I.)

Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Converts a number of units to the parallel unit plus remainder. (How many yards is 37 feet?) (12yds, 1 foot)						
2. Recognizes 1/8 as one-eighth.						
3. Uses concept of 1/8 inch.						
4. Points out 1/8 inch on a yardstick or 12" ruler.						
5. Points out 1/16 inch on a yardstick or 12" ruler.						
6. Uses concept of miles per hour. (length per time)						
7. Figures price of items bought by the foot. (Price per unit)(rope, cord, electric wire)						
8. Figures out word problems involving price per yard (carpet, cloth).						
9. Uses application of area.						
10. Figures diameter and area of circle.						
11. Compares systems of length measurement. (English and metric)						
12. Uses concept of acre.						
13. Uses 1 mile as 1760 yards.						
14. Estimates lengths and distances.						

Topic: Length/Area (I.I.)

Primary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Uses concept of long and short.						
2. Uses concept of longer and shorter.						
3. Uses concept of tall and short.						
4. Uses concept of taller and shorter.						
5. Uses concept of tallest and shortest.						
6. Uses concept of wide and narrow.						
7. Uses concept of wider and narrower.						
8. Uses concept that things can be measured by length.						
9. Identifies common ways to measure length. (foot, hands, ruler, string, yardstick, etc.)						
10. Identifies a "tape-measure."						
11. Identifies a "yardstick."						
12. Identifies a "foot-ruler."						
13. Chooses appropriate things to measure with. (a yardstick won't measure a waist.)						
14. Uses concept of "unit" as a way to measure.						

Topic: Length/Area (continued) (I.I.)

Primary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
15. Uses concept that we need a unit of measure to compare things.						
16. Uses concept that we use units to tell how long or short things are.						
17. Uses concept that we cannot compare length unless we all use same unit.						
18. Uses concept of height. (how high)						
19. Uses concept of length. (how long)						
20. Uses concept of width. (how wide)						
21. Puts in order by height.						
22. Puts in order by length.						
23. Puts in order by width.						
24. Uses concept that two objects of same length, height, width, are same in different locations. (PIAGET: conservation).						
25. Uses concept of inch as unit of measure of length.						
26. Chooses common objects we measure by "inch".						
27. Uses concept that we use ruler to measure "inch" or "inches".						
28. Shows "inch" of measure on a ruler.						

Topic: Length/Area (continued) (I.I.)

Primary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
29. Uses concept of foot as a unit of measure of length.						
30. Chooses common objects measured by foot.						
31. Uses concept that we measure feet on ruler or yardstick.						
32. Indicates a foot on a yardstick.						
33. Uses concept of yard as a unit of measure of length.						
34. Chooses common things we measure by the yard.						
35. Uses concept that we measure yards on a yardstick or tape-measure.						
36. Demonstrates yard on a yardstick or tape.						
37. Measures outside length of object with a string.						
38. Measures waist with a tape measure.						
39. Uses concept that a number of units can fill a similar larger unit. (How many small squares will fit into the larger?)						
40. Uses concept of geometric "figure".						
41. Uses concept of open figure.						
42. Uses concept of closed figure.						

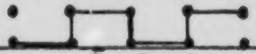
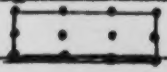
Topic: Length/Area (continued) (I.I.)

Primary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
43. Uses concept of rectangle (opposite sides equal).						
44. Uses concept of square (4 sides equal).						
45. Uses concept of circle.						
46. Uses concept of triangle.						
47. Uses concept that people use different measures for length in different countries.						

Topic: Length/Area (I.I.)

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Uses concept of "city-block".						
2. Gives directions by the "city-block".						
3. Uses concept of measuring length in wholes and parts. (Things are not always a whole length.)						
4. Measures to nearest inch.						
5. Uses concept of "½" as "half".						
6. Uses concept of half-inch.						
7. Measures to nearest foot.						
8. Uses concept that 1 ft. = 12 inches.						
9. Uses concept of half-foot.						
10. Uses concept of half-foot as 6 inches.						
11. Identifies things bought by the foot.						
12. Uses ft. as abbreviation for foot.						
13. Uses 1 yard as 36 inches.						
14. Uses 1 yard as 3 feet.						

Topic: Length/Area (continued) (I.I.)

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
15. Uses distance from nose to outstretched fingertip as estimate of 1 yard, (to measure cloth, string, etc.)						
16. Measures to nearest yard.						
17. Uses concept of "half-yard".						
18. Uses yd. as abbreviation for yard.						
19. Finds number of length-units in figures like 						
20. Finds length-units around outside in figures like 						
21. Uses concept that a unit the same size on all sides is a square unit.						
22. Uses concept of square inch.						
23. Uses concept of square foot.						
24. Uses concept of square yard.						
25. Measures perimeter of shapes.						
26. Names other systems of length measurement, mainly "METRIC".						

Topic: Length/Area (I.I.)

Middle	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. States length in terms of whole plus half units. (Two and one-half miles , 3½ ft.)						
2. Uses concept of mixed units of length. (3 yards, 2 feet) or (2 feet, 6 inches)						
3. Recognizes ¼ as one-fourth.						
4. Uses concept of ¼ inch or quarter inch.						
5. Points out ¼ inch on a 12" ruler or a yardstick.						
6. Recognizes 3/4 as three-fourths or 3 quarters.						
7. Uses concept of "3/4 inch".						
8. Points out 3/4 inch on ruler or yardstick.						
9. Uses concept of mile.						
10. Uses concept that 5280 feet = 1 mile.						
11. Uses mi. as abbreviation for mile.						
12. Uses concept of half-mile.						
13. Names goods bought by the yard.						
14. Uses whole and half numbers of yards. (2½ yards).						
15. Uses concept that yard goods have a price per yard.						

Topic: Length/Area (continued) (I.I.)

Middle	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
16. Uses length and width as area terms.						
17. Uses concept of area as product of length and width.						
18. Figures area of rectangle or square. (A=l x W)						
19. Uses concept that in measuring area, length or width can be stated as first multiplier.						
20. Figures area of triangle.						
21. Names some specific units of measuring length in METRIC system.						

Topic: Length/Area (I.I.)

Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Converts a number of units to the parallel unit plus remainder. (How many yards is 37 feet?) (12 yds, 1 foot)						
2. Recognizes $^1/_8$ as one-eighth.						
3. Uses concept of $^1/_8$ inch.						
4. Points out $^1/_8$ inch on a yardstick or 12" ruler.						
5. Points out $^1/_{16}$ inch on a yardstick or 12" ruler.						
6. Uses concept of miles per hour. (length per time)						
7. Figures prices of items bought by the foot. (Price per unit) (rope, cord, electric wire).						
8. Figures out word problems involving prices per yard (carpet, cloth).						
9. Uses application of area.						
10. Figures diameter and area of circle.						
11. Compares systems of length measurement. (English and metric)						
12. Uses concept of acre.						
13. Uses 1 mile as 1760 yards.						

Oral Listening
(to be Developed)

Topic: Configuration Clues (II, A, 2, a, (1))

Note: Most basic skills using configuration clues (the physical shape of the word) are to be taught at PRIMARY LEVEL, but can be re-taught at other levels.

Primary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Recognizes the shape of individual letters of alphabet.						
2. Uses the outline shape of the word to help in decoding.						
3. Uses number of letters in the word to help decode.						
4. Uses the letter content of words (which letters?) to decode.						
5. Uses the exact position of the letters of the word to decode it.						
6. Uses all above clues together to help decode the word.						

Topic: Picture Clues (II. A. 2. a. (2))

Primary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Reads pictures by telling details of the pictures.						
2. Interprets cues by associating the printed word with the picture and the spoken word.						

Topic: Using Picture Clues (II, A, 2, a, (2))

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Interprets picture clues before and after reading to help get the main idea of the story.						

Topic: Using Picture Clues (II, A, 2, a, (2))

Middle - Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Interprets pictures in magazines and newspapers to gain clues.						
2. Interprets pictures on billboards, signs, and other advertisements to gain clues.						

Topic: Phonics (II. A. 2. a. (3))

The child can pronounce the following sound within words.

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. initial consonant 'b'						
2. initial consonant 'c'						
3. initial consonant 'd'						
4. initial consonant 'f'						
5. initial consonant 'g'						
6. initial consonant 'h'						
7. initial consonant 'j'						
8. initial consonant 'l'						
9. initial consonant 'm'						
10. initial consonant 'n'						
11. initial consonant 'p'						
12. initial consonant 'r'						
13. initial consonant 's'						
14. initial consonant 't'						
15. initial consonant 'w'						
16. initial consonant 'y'						
17. initial digraph 'sh'						
18. initial digraph 'wh'						
19. final consonant 'd'						
20. final consonant 'k'						
21. final consonant 'l'						
22. final consonant 'm'						
23. final consonant 'n'						
24. final consonant 'p'						
25. final consonant 'r'						
26. final consonant 't'						
27. final consonant 'x'						
28. final phonetic part 'st'						
29. final phonetic part 'ng'						
30. final phonetic part 'ch'						
31. final phonetic part 'ck'						
32. final phonetic part 'll'						
33. short vowel 'a'						
34. short vowel 'e'						

	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
35. short vowel 'i'						
36. short vowel 'o'						
37. short vowel 'u'						
38. long vowel 'a'						
39. long vowel 'e'						
40. long vowel 'i'						
41. long vowel 'o'						
42. long vowel 'u'						
43. regular vowel combination 'ee'						
44. regular vowel combination 'ay'						
45. 'y' as a vowel						
46. irregular vowel combination'ow'						
47. irregular vowel combination'ōw'						
48. irregular vowel combination'ew'						
49. murmur diphthong 'ar'						
50. murmur diphthong 'er'						
51. murmur diphthong 'ir'						
52. murmur diphthong 'ur'						
53. initial consonant 'k'						
54. initial blend 'sp'						
55. initial blend 'st'						
56. initial blend 'sl'						
57. initial blend 'sm'						
58. initial blend 'sw'						
59. initial blend 'spr'						
60. initial blend 'fl'						
61. initial blend 'bl'						
62. initial blend 'cl'						
63. initial blend 'tr'						
64. initial blend 'gr'						
65. initial blend 'cr'						
66. initial blend 'fr'						
67. phonetic part 'qu'						
68. initial digraph 'ch'						

Topic: Phonics (II, A, 2, a, (3))

The child can pronounce the following sounds within words.

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application		Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
69. initial digraph 'kn'							102. irregular vowel combination'au'						
70. initial digraph 'th' (voiced)							103. silent 'h'						
71. initial digraph 'th' (unvoiced)							104. vowel 'o' (love)						
72. initial consonant 'z'							105. phonetic part 'sc' (scene)						
73. initial consonant 'v'							106. irregular vowel combination'ea'						
74. hard 'g'							107. irregular vowel combination'ie'						
75. soft 'g'													
76. regular vowel combination 'ai'													
77. regular vowel combination 'ea'													
78. regular vowel combination 'oa'													
79. initial digraph 'ch' (k)													
80. irregular vowel combination 'aw'													
81. phonetic part 'sch'													
82. initial digraph 'gu'													
83. final consonant 's'													
84. final blend 'nk'													
85. final blend 'nd'													
86. final blend 'nt'													
87. final digraph 'sh'													
88. phonetic part 'igh'													
89. phonetic part 'ight'													
90. phonetic part 'eer'													
91. diphthong 'oy'													
92. diphthong 'oi'													
93. murmur diphthong 'or'													
94. final blend 'ld'													
95. final blend 'lt'													
96. final blend 'mp'													
97. hard 'c'													
98. soft 'c'													
99. initial digraph 'ph'													
100. medial digraph 'ph'													
101. final digraph 'ph'													

Topic: Word Analysis
(II, A, 2, a, (4))

Elementary-Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. noun form 's'						
2. noun form 'es'						
3. verb form 's'						
4. verb form 'ed'						
5. verb form 'ing'						
6. compound words.						
7. rhyming words						
8. adverbial suffix 'ly'						
9. noun suffix 'er'						
10. possessive form 's'						
11. adjective form 'er'						
12. adjective form 'est'						
13. prefix 'un'						
14. prefix 're'						
15. prefix 'dis'						
16. suffix 'ful'						
17. suffix 'less'						
18. suffix 'ness'						
19. suffix 'er'						
20. suffix 'th'						
21. verb form 'n'						
22. verb form 'en'						
23. contractions						
24. syllables						
25. accent marks - 2 syllable words						
26. noun form 'y'						
27. noun plural '(i)es'						
28. verb form 'y'						
29. verb form ' (i) es'						
30. verb form ' (i) ed'						
31. verb form 'ing'						

	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
32. suffix 'tion'						
33. suffix 'ward'						
34. suffix 'ment'						
35. suffix 'out'						
36. suffix 'ern'						
37. suffix 'teen'						
38. suffix 'ship'						
39. suffix 'some'						

Topic: Linguistic Approach
(II, A, 2, a, (5))

Uses word families to decode unknown words.

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. -at						
2. -ill						
3. -og						
4. -ent						
5. -et						
6. -oast						
7. -it						
8. -ad						
9. -on						
10. -an						
11. -ick						
12. -other						
13. -oon						
14. -ig						
15. -ace						
15. -east						
17. -ould						
18. -ag						
19. -ike						
20. -ought						
21. -ail						
22. -ar						
23. -uck						
24. -ight						
25. -ake						
26. -ound						
27. -ame						
28. -ape						
29. -oot						
30. -ush						
31. -eam						
32. -ope						
33. -oud						
34. -oil						

	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
35. -old						
36. -ell						
37. -ing						
38. -ook						
39. -oy						
40. -oat						
41. -ear						
42. -ay						
43. -eel						
44. -eat						
45. -ug						
46. -aw						
47. -oss						
48. -ap						
49. -ave						
50. -ut						
51. -oe						
52. -rain						
53. -ide						
54. -ash						
55. -in						
56. -al						
57. -id						
58. -um						
59. -able						
60. -ub						
61. -ry						
62. -y						
63. -ue						
64. -ide						
65. -lew						
66. -ine						
67. -ood						
68. -am						

Topic: Linguistic Approach
to Cracking the Code
(II, A, 2, a, (5))

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application		Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
69. -ind													
70. -ew													
71. -ale													
72. -ip													
73. -rew													
74. -oom													
75. -ate													
76. -ade													
77. -ag													
78. -ax													
79. -ug													
80. -ue													
81. -ot													
82. -ow													
83. -ish													

Topic: Sight Words
(II, A, 2, a, (6))

Uses sight words to decode similar words:

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
a						
I						
too						
to						
two						
the						
in						
she						
into						
and						
up						
blue						
she						
yellow						
he						
go						
you						
we						
big						
red						
jump						
it						
play						
down						
for						
old						
is						
me						
look						
can						
good						
brown						
six						

	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
be						
today						
not						
little						
one						
black						
my						
at						
all						
so						
by						
do						
are						
him						
her						
on						
green						
eat						
four						
said						
away						
sat						
run						
they						
that						
going						
did						
who						
like						
come						
had						
saw						
no						
long						

Topic: Sight Words

II, A, 2, a. (6)

Elementary (continued)	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
yes						
an						
three						
this						
around						
was						
just						
then						
get						
if						
soon						
its						
some						
from						
fly						
fun						
then						
out						
as						
under						
before						
walk						
stop						
eat						
his						
make						
your						
ride						
help						
call						
here						
sleep						
cold						

	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
will						
pretty						
them						
when						
round						
am						
white						
funny						
put						
take						
of						
say						
got						
or						
ran						
work						
with						
there						
about						
after						
what						
ask						
sing						
must						
five						
myself						
over						
cut						
let						
again						
new						
well						
have						
how						

Topic: Sight Words

II. A, 2, a, (6)

Elementary (continued)	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
keep						
drink						
sit						
made						
want						
has						
seven						
right						
why						
please						
upon						
give						
once						
together						
us						
tell						
ate						
where						
many						
warm						
laugh						
live						
now						
came						
buy						
very						
hold						
would						
hot						
open						
light						
their						
pull						

	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
may						
goes						
small						
find						
could						
fall						
think						
far						
found						
read						
were						
best						
because						
grow						
fast						
off						
draw						
bring						
got						
always						
much						
does						
show						
any						
try						
kind						
wish						
carry						
know						
only						
pick						
don't						
gave						
every						

Topic: Sight Words

II, A, 2, a, (6)

Elementary (continued)	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application		Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
which													
our													
want													
thank													
may													
better													
clean													
been													
never													
those													
write													
first													
these													
both													
shall													
own													
hurt													
orange													
eight													
wash													
full													
use													
done													
start													
nine													
purple													
love													
can't													

THE GREAT ATLANTIC AND PACIFIC SIGHT WORD LIST

This list is in order by frequency of use.

Rank	Word	Rank	Word
1	the	46	then
2	a	47	her
3	to	48	or
4	and	49	out
5	of	50	some
6	in	51	them
7	you	52	write
8	is	53	their
9	he	54	words
10	it	55	about
11	that	56	by
12	was	57	like
13	on	58	see
14	for	59	so
15	are	60	if
16	they	61	these
17	I	62	make
18	with	63	into
19	his	64	him
20	said	65	other
21	at	66	word
22	as	67	would
23	have	68	water
24	she	69	little
25	what	70	two
26	one	71	has
27	this	72	did
28	all	73	people
29	had	74	an
30	from	75	which
31	be	76	could
32	can	77	time
33	but	78	more
34	there	79	down
35	not	80	my
36	when	81	no
37	how	82	go
38	were	83	sat
39	your	84	now
40	do	85	long
41	each	86	find
42	will	87	look
43	up	88	made
44	many	89	just
45	we	90	big

Rank	Word
91	very
92	back
93	first
94	way
95	over
96	too
97	than
98	good
99	use
100	day
101	where
102	called
103	me
104	went
105	put
106	around
107	new
108	know
109	come
110	who
111	things
112	its
113	came
114	right
115	air
116	around
117	think
118	tell
119	after
120	Mr.
121	man
122	may
123	much
124	does
125	say
126	same
127	been
128	take
129	only
130	old
131	away
132	children
133	help
134	looked
135	why
136	work
137	through
138	here
139	animals
140	place
141	before
142	three
143	home
144	house
145	again
146	another
147	number
148	our
149	must
150	off
151	name
152	mother
153	asked
154	picture
155	most
156	part
157	used
158	food
159	saw
160	different
161	live
162	well
163	any
164	school
165	even
166	under
167	line
168	because
169	thought
170	next
171	small
172	every
173	going
174	want
175	something
176	earth
177	last
178	man
179	plants
180	read
181	left
182	hear
183	show
184	end
185	don't
186	found
187	eat
188	boy
189	need
190	still

Rank	Word
191	keep
192	together
193	sun
194	us
195	got
196	Mrs.
197	great
198	father
199	along
200	night
201	took
202	sentence
203	story
204	land
205	never
206	always
207	sentences
208	play
209	began
210	give
211	years
212	below
213	boys
214	also
215	head
216	grow
217	set
218	paper
219	it's
220	morning
221	I'll
222	while
223	soon
224	let
225	hard
226	hearts
227	side
228	until
229	should
230	sometimes
231	own
232	dog
233	door
234	once
235	birds
236	days
237	enough
238	near
239	trees
240	kind
241	oh
242	top
243	didn't
244	draw
245	letters
246	told
247	country
248	white
249	large
250	I'm
251	year
252	letter
253	wanted
254	fish
255	(2)
256	car
257	city
258	ran
259	page
260	spelling
261	(3)
262	world
263	eyes
264	high
265	ever
266	kinds
267	might
268	four
269	few
270	move
271	sure
272	(1)
273	miss
274	feet
275	tree
276	knew
277	often
278	add
279	better
280	room
281	such
282	vowel
283	almost
284	ground
285	sea
286	heard
287	try
288	ways
289	pictures
290	money

Rank	Word
291	box
292	our
293	thing
294	far
295	Mother
296	today
297	cold
298	inside
299	run
300	cried
301	fast
302	(4)
303	answer
304	best
305	light
306	red
307	means
308	hand
309	green
310	gave
311	across
312	yes
313	says
314	learn
315	can't
316	change
317	both
318	Indians
319	sounds
320	turn
321	places
322	warm
323	Sam
324	without
325	between
326	short
327	lived
328	times
329	turned
330	stop
331	family
332	form
333	black
334	others
335	those
336	am
337	living
338	horse
339	front
340	seen

Rank	Word
341	started
342	makes
343	ready
344	eggs
345	body
346	whole
347	blue
348	stood
349	table
350	Jim
351	soon
352	song
353	miles
354	baby
355	beautiful
356	girls
357	second
358	above
359	leaves
360	girl
361	sat
362	bird
363	town
364	cannot
365	friends
366	walked
367	fine
368	call
369	plant
370	talk
371	that's
372	animal
373	important
374	really
375	soil
376	ball
377	hot
378	sky
379	study
380	ago
381	spell
382	looking
383	stay
384	toward
385	feel
386	young
387	Bill
388	himself
389	talls

Rank	Word
390	fly
391	(6)
392	cat
393	(5)
394	hold
395	comes
396	face
397	stopped
398	wind
399	window
400	done
401	half
402	true
403	walk
404	dark
405	sing
406	summer
407	missing
408	outside
409	behind
410	learned
411	open
412	book
413	six
414	glass
415	ice
416	coming
417	start
418	ten
419	five
420	watch
421	road
422	winter
423	milk
424	goes
425	gold
426	rain
427	river
428	garden
429	Indian
430	John
431	piece
432	buy
433	fine
434	nothing
435	catch
436	everyone
437	Tom
438	legs

Rank	Word
439	A
440	grass
441	Inch
442	tried
443	listen
444	someone
445	happy
446	being
447	happened
448	everything
449	good
450	numbers
451	order
452	sleep
453	strong
454	anything
455	try
456	let's
457	snow
458	tall
459	round
460	Bucky
461	cars
462	hands
463	names
464	store
465	Ann
466	built
467	once
468	hit
469	maybe
470	class
471	fun
472	street
473	space
474	bad
475	complete
476	carry
477	slowly
478	woman
479	hole
480	remember
481	ship
482	king
483	stand
484	tiny
485	friend
486	kept
487	ride

Rank	Word
488	Sally
489	tail
490	seed
491	against
492	covered
493	wood
494	bright
495	cars
496	Father
497	game
498	rest
499	Eddie
500	sets

A BASIC WORD LIST FOR SPECIAL PUPILS

Tudyman, Al, and Marvic C. Groelle
Stanwyx House, Inc. Pittsburgh, Pennsylvania 1958

The ELEMENTARY LIST contains 1226 graded words. This vocabulary is intended to meet the Reading needs of children whose developmental ages are as follows:
C.A. 8-0 to 12-3; M.A. 5-7 to 8-7.

Pre-Primer 75

a
am
and
are
away

baby
big
bike
boy

can
car
come

did
dog
down

eat

father
find
for
friend
fun

girl
so
good

has
have
he
help
here
house

I
in
is
it

jump

let
like
little
look

may
me
mother
my

not

on
one

play

ran
rest
ride
rope
run

said
saw
see
she
sleep

the
they
this
to
too
toy
train
turn
TV

up

wagon
want
we
went
were
what
with

you

Primer 142

about
after
again
all
an
apple
around
ask
at
ate

bark
ball
barn
be
bird
black
blue
box
bread
brown
but
by

cake
call
came
cannot
cat
chair
children
clock
could
cow

day
dinner
do
doll
door

egg
every

fall
farm
fast
found
four
from
funny

game
gave
get
give
going
good-by
green
guess

had
happy
head
her
him
his
home
how

into

know

laugh
live

made
make
man
milk
must

name
new
night
no
now

of
oh
old
open
of
our
out
over

party
pet
picture
pie
pig
please
pretty
put

rabbit
read
ready
red
right

sat
saw
school
scooter
sing
sit
so
some
something
soon
stop
store
story
sun
surprise

tail
take
tell
thank
that
them
then
there
thing
three
took
tree
two

under
us

very

walk
was
water
way
when
where
white
who
will
window
work

yellow
yes
your

FUNCTIONAL BASIC WORD LIST FOR SPECIAL PUPILS

FIRST GRADE 279

across
afraid
airplane
along
always
animal
another
any
arm
as

bag
basket
bear
bed
been
began
behind
bell
best
better
birthday
boat
book
bring
buy

candy
care
catch
Christmas
circus
city
climb
coat
cold
color
corn
count
country
cover
cried
cross
cup
cut

dance
danger
dark
dear
dish
does
don't
draw
dress
drink
drop
dry
duck

each
ear
early
easy
elephant
end
ever
everything
example
exit
eye

face
family
far
farmer
fat
feed
feet
fell
fill
fine
fire
first
fish
five
flew
floor
flower
fly
food
front
fruit
full

garden
gate
glad
glass
goes
gone
got
grandfather
grandmother
grass
gray
grew
ground
grow

hair
hand
hard
hat
hear
heard
held
hello
hide
high
hill
hold
horse
hot
hungry
hurry
hurt

if
I'll
inside
its

just

keep
kind

last
lay
leaves
left
leg
let's
letter
long
lost

mama
many
men
merry
met
Miss
more
most
mouth
move
Mr.
Mrs.
much

nail
near
need
nest
never
next
nickel
noise
nose
nothing
nut

off
once
only
orange
other
own

paint
paper
park
penny
people
pick
pocket
policeman
poor
prize
pull

rain
ring
river
road
robin
rode
roll
room
round

sand
sang
Santa Claus
seed
seen
sheep
shine
shoe
show
side
sign
sister
six
sky
sled
slow
small
smell
snow
sock
soft
sometime
song
spring
squirrel
stand
start
stay
step
stick
still
stone
stood
street
string
strong
summer
sunshine
supper
sweater
sweet
swim

table
talk
tall
teacher
teeth
ten
than
their
these
think
tired
today
together
told
tomorrow
top
town
trick
truck
try

until
upon
use

vegetable
visit
voice

wait
Wait on Curb
wake
warm
wash
watch
Watch Your Step
wear
week
well
wet
which
while
why
wind
wing
winter
wish
woman
wood
word
would

yard
year
yesterday

FUNCTIONAL BASIC WORD LIST FOR SPECIAL PUPILS

Second Grade 324 Words

above
add
afternoon
ago
ahead
air
almost
alone
also
angry
answer
anyone
anything
anyway
asleep
aunt
automobile
avenue
awake

bacon
bad
bake
baker
bakery
balloon
bang
bark
bath
bean
beautiful
became
because
bedroom
before
begin
believe
belong
beside
between
bill
bit
bite
blanket
blew
block
blow
board
both
bottle
bottom
bought
brave
breakfast
bridge
bright
broke
brother
brought
brush
bug
build
building
built
burn
bus
bush
busy
butter
button

cabbage
calendar
can't
cap
careful
carrot
carry
caught
change
chicken
child
choose
clay
clean
clear
clerk
close
closet
cloth
clothes
clown
club
coal
comb
cook
cookies
cooky
cool
corner
couldn't
cream
cry

date
December
deep
didn't
different
dirt
done
downstairs
drank
dream
drive
driver
drove
dust

edge
eight
either
else
enjoy
enough
even
evening
everyone
everywhere

fair
farther
fed
feel
felt
fence
few
field
fight
finish
flag
flour
follow
foot
forget
forgot
fresh
friendly

gold
grade
great
grocer

half
Halloween
handkerchief
hang
happen
haven't
heat
heavy
herself
hid
himself
hit
hole
hope
hunt

ice
ice-cream
icy
I'm
invite

join

knew
kitchen

lamp
land
large
late
lazy
leaf
learn
leave
life
lift
light
line
lion
listen
load
lot
loud
love
lunch

Second Grade -- continued

mail
mailman
market
matter
maybe
meal
meat
meet
middle
might
milkman
mine
minute
miss
month
morning
mountain
mud
myself

nap
news
nice
nine
noon
number

o'clock
October
often
outside

page
pan
parade
part
past
pay
peas
perhaps
picnic
piece
pile
plant
plate
point
porch
post office
pot
potato
present
price
pumpkin

quick
quiet

race
radio
reach
real
remember
roar
roof
rug
rush

sad
safe
same
save
seat
second
seem
sell
send
set
seven
sew
shall
shop
short
should
shout
shut
sick
sidewalk
skate
skin
sleet
slide
smile
smooth
sold
someone
sorry
sound
station
storm
stove
straight
strange
subtract
such
suit
sunny
suppose
sure
swing

tap
taste
telephone
those
thought
through
tie
time
tiny
tomato
toward
travel
trip
trouble
true

umbrella
uncle

wall
wave
weather
wheel
wide
wife
win
without
wonder
wore
world

young

zoo

FUNCTIONAL BASIC WORD LIST FOR SPECIAL PUPILS

Third Grade 406 Words

able
accident
act
addition
address
against
age
aid
allow
already
A.M.
among
apartment
April
aren't
August
auto
autumn
Ave.

band
bank
baseball
beat
become
beg
being
berry
bicycle
bigger
body
bone
born
bowling
branch
break
brick
bulb
butcher

downtown
dozen
drew
druggist
drugstore
drum
during

camp
candle
capitol
card
case
cashier
cause
cellar
cent
center
cereal
chance
charge
cheese
church
circle
class
clothing
cloud
cocoa
coffee
coming
company
conduct
conductor
connection
copy
cost
course
court
cousin
crack
crawl
crowd
curl

daily
dad
daughter
dead
dentist
desk
die
dig
dime
dining
disturb
doctor
dollar
double
doughnut

earn
earth
east
Easter
eaten
elevator
eleven
everybody
except
excuse
expect
expense

February
fifth
finger
fireman
First Aid
fit
fix
flat
fog
fold
foolish
football
fourth
fragile
free
freeze
Friday
frightened
frost
frozen

gallon
garage
garbage
gather
gay
gift
God
grocery

half dollar
hall
hammer
health
heart
height
honest
hospital
hotel
hour
however
hundred
hung
husband

idea
important
inch
increase
indeed
ink
instead
iron
isn't
it's
itself

January
jar
job
joy
July
June

kept
kick
kill
king
kiss
knee
knock

ladder
lady
laid
lake
lamb
law
lead
leap
less
lesson
lettuce
lie
lip
list
lock
lovely
low

manner
march
March
mark
may
May
mean
measure
mice
mile
mill
mind
Monday
money
monkey
moon
motel
movies
muddy
music

neat
next
neighbor
neighborhood
neither
nephew
niece
none
nor
note
north
November
nurse

Third Grade -- continued

oatmeal
ocean
offer
office
order
ounce
overcoat

pail
pair
pass
paste
path
peanut
pen
pencil
person
phone
pink
pint
pipe
place
plan
playground
plenty
P.M.
poem
pole
polite
pony
pool
post
postman
pound
president
private
public
puppy

quart
quarter
queen
question

raise
rang
rather
reason
receive
record
rent
ribbon
rich
rise
rock
rose
row
rub
rubber
rubbish
rule

sail
sale
salt
Saturday
says
scratch
sea
season
self
sent
September
serve
several
shake
shape
share
sharp
shiny
ship
shirt
shower
sight
signal
silk
silver
since
sir
size
skip
slept
slip
slippery
smoke
snap
soap
soda
soldier
son
soup
south
space
speak
special
splash
spot
spread
square
St.
stairs
stamp
star
state
stockings
stuck
subtraction
subway
suddenly
sugar
Sunday
superintendent
super-market

tag
tailor
teach
tear
television
Thanksgiving
themselves
thick
thin
third
though
thousand
threw
throw
Thursday
ticket
till
tire
toast
toe
tonight
touch
trace
trunk
trust
tub
Tuesday
turkey
twelve
twenty
twice
twin

understand
upstairs

valentine
valuable
village

Wednesday
weigh
weight
west
wheat
whether
whole
whom
whose
wild
windy
wise
woke
wonderful
won't
wool
worker
worn
worth
wound
wrong
wrote

yet
yourself

zone

(END)

BASIC

DOLCH WORDS +

STUDENT________________________

DATE________________________

a
I
too
to
two
the
in
she
into
and
up
blue
she
yellow
he
go
you
we
big
red
jump
it
play
down
for
old
away
fun

is
me
look
can
good
brown
six
be
today
not
little
one
black
my
at
all
so
by
do
are
him
her
on
green
eat
said
four
sat

run
they
that
going
did
who
like
come
had
saw
no
long
yes
an
three
this
around
was
just
ten
get
if
soon
its
some
from
fly
got

then
out
as
under
before
walk
stop
eat
his
make
your
ride
help
call
here
sleep
cold
will
pretty
them
when
round
am
white
funny
put
of
say
take

or
ran
work
with
there
about
after
what
ask
sing
must
five
myself
over
cut
let
again
new
well
have
how
keep
drink
sit
made
want
has
seven
right
why
please
upon
give
once
together

us
tell
ate
where
many
warm
laugh
live
now
came
buy
very
hold
would
hot
open
light
their
pull
may
goes
small
find
could
fall
think
far
found
read
were
best
because
grow
fast
off

draw
bring
got
always
much
does
show
any
try
kind
wish
carry
know
only
pick
don't
gave
every
which
want
thank
may
our

better
clean
been
never
those
write
first
these
both
shall
own
hurt
orange
eight
wash
full
use
done
start
nine
purple
love
can't

Approximate Reader Levels Based On the Dolch Basic Sight Word List.

Dolch Words Known	Equivalent Reader Levels
0 - 75	Pre-primer
76 - 120	Primer
121 - 170	First Reader
171 - 210	Second Reader or Above
Above 210	Third Reader or Above

DOLCH BASIC SIGHT WORDS

Preprimer	Primer	First Grade	Second Grade	Third Grade
1. a	1. all	1. after	1. always	1. about
2. and	2. am	2. again	2. around	2. better
3. away	3. are	3. an	3. because	3. bring
4. big	4. at	4. any	4. been	4. carry
5. blue	5. ate	5. as	5. before	5. clean
6. can	6. be	6. ask	6. best	6. cut
7. come	7. black	7. by	7. both	7. come
8. down	8. brown	8. could	8. buy	8. draw
9. find	9. but	9. every	9. call	9. drink
10. for	10. came	10. fly	10. cold	10. eight
11. funny	11. did	11. from	11. does	11. fall
12. go	12. do	12. give	12. don't	12. far
13. help	13. eat	13. going	13. fast	13. full
14. here	14. four	14. had	14. first	14. got
15. I	15. get	15. has	15. five	15. grow
16. in	16. good	16. her	16. found	16. hold
17. is	17. have	17. him	17. gave	17. hot
18. it	18. he	18. his	18. goes	18. hurt
19. jump	19. into	19. how	19. green	19. if
20. little	20. like	20. just	20. its	20. keep
21. look	21. must	21. know	21. made	21. kind
22. make	22. new	22. let	22. many	22. laugh
23. me	23. no	23. live	23. off	23. light
24. my	24. now	24. may	24. or	24. long
25. not	25. on	25. of	25. pull	25. much
26. one	26. our	26. old	26. read	26. myself
27. play	27. out	27. once	27. right	27. never
28. red	28. please	28. open	28. sing	28. only
29. run	29. pretty	29. over	29. sit	29. own
30. said	30. ran	30. put	30. sleep	30. pick
31. see	31. ride	31. round	31. tell	31. seven
32. the	32. saw	32. some	32. their	32. shall
33. three	33. say	33. stop	33. these	33. show
34. to	34. she	34. take	34. those	34. six
35. two	35. so	35. thank	35. upon	35. small
36. up	36. soon	36. them	36. us	36. start
37. we	37. that	37. then	37. use	37. ten
38. where	38. there	38. think	38. very	38. today
39. yellow	39. they	39. walk	39. walk	39. together
40. you	40. this	40. were	40. which	40. try
	41. too	41. when	41. why	41. warm
	42. under		42. wish	
	43. want		43. work	
	44. was		44. would	
	45. well		45. write	
	46. went		46. your	
	47. what			
	48. white			
	49. will			
	50. with			
	51. yes			

DOLCH
MOST COMMON NOUNS

barn
rain
cake
doll
bear
squirrel
party
puppy
money
garden
corn
house
watch
paper
fire
baby
snow
fish
hair
sheep
bed
chair
back
cap

chicken
letter
hen
wood
dress
bus
girl
boat
apple
birthday
hill
milk
house
street
eggs
leg
book
monkey
grass
boy
train
nose
ball
bread

pig
window
farm
dog
cat
feet
ball
cow
mother
school
flower
tree
rabbit
door
hand
basket
car
face
water
nest
tail
bird
man

pony
father
head
cost
wagon
shoe
ear
sun
box
hat
children
picture
ring
eye
road
men
stick
table
airplane
elephant
store
toys
duck

A BASIC INTEGRATING CORE VOCABULARY

a
about
after
again
all
always
am
an
and
another
any
anything
apple
are
around
as
ask
at
ate
away
baby
back
ball
barn
be
bear
because
bed
been
before
bell
best
better
big
bird
birthday
black
blue
boat
book
both
box
boy
bread
bring
brother
brown
but
butter
buy
by
cake
call
came
can
candy
car
carry
cat
chair
chicken
children
Christmas
clean
coat
cold
color
come
corn
could
cow
cut
daddy
day
did
do
does
dog
doll
dolly
done
don't
door
down
dress
drink
duck
eat
egg
every
face
fall
farm
fast
father
feet
fell
find
fire
first
fish
five
flag
floor
flower
fly
for
found
four
from
funny
game
garden
gave
get
girl
give
go
goes
going
good
got
grass
great
green
ground
grow
guess
had
hair
hand
hard
has
hat
have
he
head
hear
help
her
here
hill
him
his
hold
hole
home
horse
hot
house
how
I
ice
if
I'll
I'm
in
into
is
it
its
it's
jump
just
keep
kind
know
leaves
let
like
little
live
long
look
lunch
made
make
mamma
man
many
may
me
milk
Miss
money
morning
mother
Mrs.
much
must
my
myself
name
nest
never
new
next
night
no
not
now
of
off
oh
old
on
once
one
only
open
or
other
our
out
over
paint
paper
party
people
picture
pig
place
plant
play
please
pretty
pull
put
rabbit
rain
ran
ready
red
rich
right
robin
room
round
said
Santa Claus
saw
say
school
scissors
see

seven
shall
she
shoe
show
sing
sister
sit
six
sky
sleep
snow
so
some
song
soon
squirrel
stand
start

stay
stick
stop
store
story
street
summer
sun
table
take
teacher
tell
than
thank
thanksgiving
that
the
their
them

then
there
these
they
thing
think
this
those
three
tie
time
to
today
together
told
too
took
top
town

train
tree
turn
two
under
up
us
use
very
walk
want
was
watch
water
way
we
want
were
when

where
which
white
who
why
will
wind
window
winter
wish
with
wood
work
would
write
yellow
yes
you
your

304 ADDITIONAL WORDS OF AN INTEGRATING VOCABULARY

across
afraid
airplane
almost
alone
along
already
animal
answer
apples
apron
arm
asleep
balloon
bark
bath
beat
beautiful
bee
began
begin
bigger
birdie

birds
block
bluebird
board
bought
bow
bowl
bows
break
breakfast
bridge
bright
broke
broom
brought
build
butterfly
can't
cape
catch
cent
chairs
chick

chickens
child
chimney
church
city
climb
clock
close
clothes
comes
coming
cook
cooky
couldn't
count
country
cows
cradle
crayon
cry
cup
danger
dear

didn't
dig
dinner
dirty
dish
dishes
doing
draw
drum
dry
each
ear
early
earth
Easter
eggs
eight
elephant
else
end
enough
everybody
everything

eye
eyes
fan
far
farmer
fell
fill
fine
finish
flowers
food
foot
fork
fox
friend
front
full
fun
garage
gate
gee
gets
getting

gingerbread
glad
goat
gold
good-by
grandfather
grandma
grandmother
grandpa
grew
half
handle
hands
hasn't
haven't
heard
hen
here's
he's
hey
hid
hide
hit
hop
horn
horses
hungry
hurt
ice cream
I'd
isn't
I've
kid
kite
kitten
kitty
lady
last
late
lay
leave
left
leg
let's
letter
light
lion
looked
looks
lost
lot
lots
love
makes
making
maybe
mean
meat
men
met
mew
mice
might
mine
miss
monkey
moon
more
mouse
mouth
move
Mr.
near
need
nice
nine
noise
nose
nothing
nut
O
oak
ones
orange
ought
outside
own
pan
paste
pet
pick
picnic
pictures
pie
piece
pink
played
playing
pony
pumpkin
pussy
rat
read
real
rest
ring
road
roll
rooster
rope
run
same
sand
Santa
sat
says
sea
seat
seed
seen
set
sheep
she's
ship
shoes
should
sick
side
sled
small
soft
somebody
something
sometimes
star
stocking
straight
string
sugar
Sunday
sunshine
sure
tail
talk
ten
that's
there's
they're
things
thought
through
tiny
tomorrow
toy
toys
trees
try
turkey
upon
wagon
wait
wall
wanted
wants
warm
wash
wear
wee
well
we'll
we're
wet
what
what's
wheat
where's
while
whole
windows
wolf
woman
won't
wouldn't
yard
year
yesterday
yet
you're
yours

James A. Fitzgerald, Elementary English (Bruce Publishing Company, Mar. 1963), pp. 283-289.

Appendix: Functional & Social Sight Words

WILSON'S FUNCTIONAL VOCABULARY

- Adults Only
- Antidote
- Beware
- Beware of the Dog
- Bus Station
- Bus Stop
- Caution
- Closed
- Combustible
- Contaminated
- Condemned
- Deep Water
- Dentist
- Don't Walk
- Do Not Cross, Use Tunnel
- Do Not Crowd
- Do Not Enter
- Do Not Inhale Fumes
- Do Not Push
- Do Not Refreeze
- Do Not Stand Up
- Do Not Use Near Heat
- Do Not Use Near Open Flame
- Doctor (Dr.)
- Down
- Dynamite
- Elevator
- Emergency Exit
- Employees Only
- Entrance
- Exit
- Exit Only
- Explosives
- External Use Only
- Fall Out Shelter
- Fire Escape
- Fire Extinguisher
- First Aid
- Flammable
- Found
- Fragile
- Gasoline
- Gate
- Gentlemen
- Handle With Care
- Hands Off
- Help
- High Voltage
- In
- Inflammable
- Information
- Instructions
- Keep Away
- Keep Closed at All Times
- Keep Off (The Grass)
- Keep Off
- Ladies
- Lost
- Live Wires
- Men
- Next (Window) (Gate)
- No Admittance
- No Checks Cashed
- No Credit
- No Diving
- No Dogs Allowed
- No Fires
- No Loitering
- No Fishing
- No Hunting
- No Minors
- No Smoking
- No Swimming
- No Touching
- No Trespassing
- Not for Internal Use
- Noxious
- Nurse
- Office
- Open

Out

Out of Order

Pedestrians Prohibited

Poison

Poisonous

Police (Station)

Post No Bills

Post Office

Posted

Private

Private Property

Pull

Push

Safety First

Shallow Water

Shelter

Smoking Prohibited

Step Down

Step Up

Taxi Stand

Terms Cash

Thin Ice

This End Up

This Side Up

Up

Use Before (Date)

Use in Open Air

Use Other Door

Violators Will be Prosecuted

Walk

Wanted

Warning

Watch Your Step

Wet Paint

Women

All Cars (Trucks) Stop

Ask Attendant for Key

Beware of Cross Winds

Bridge Out

Bus Only

Caution

Construction Zone

Curve

Danger

Dangerous Curve

Dead End

Deer (Cattle) Crossing

Detour

Dim Lights

Dip

Do Not Block Walk (Driveway)

Do Not Enter

Drifting Sand

Drive Slow

Emergency Vehicles Only

End 45

End Construction

Entrance

Exit Only

Exit Speed 30

Falling Rocks

Flooded

Floods When Raining

Four Way Stop

Freeway

Garage

Gate

Go Slow

Hospital Zone

Ice on Bridge

Inspection Station

Junction 101-A Keep To the Right (Left)

Lane Ends

Last Chance for Gas

Left Lane Must Turn Left

Left Turn on This Signal Only - Signal On

Left Turn Only

Left Turn O.K.

Loading Zone

Look

Look Out for the Cars (Trucks)
Listen
M.P.H.
Mechanic on Duty
Men Working
Merge Left (Right)
Merging Traffic
Military Reservation
Next
No Left Turn
No Parking
No Passing
No Right Turn
No Right Turn on Red Light
No Smoking Area
No Standing
No Stopping
No Turns
No "U" Turn
Not a Through Street
One Way Do Not Enter
One Way Street
Pavement Ends
Playground
Proceed at your Own Risk
Private Road
Put on Chains
R.R.
Railroad Crossing
Restrooms
Resume Speed
Right Lane Must Turn Right
Right Turn Only
Road Closed
Road Ends
School Stop
School Zone
Slide Area
Slippery When Wet (Frosty)
Slow Down
Slower Traffic Keep Right
Speed Checked by Radar
Steep Grade
Stop
Stop Ahead
Stop for Pedestrians
Stop When Occupied
Stop Motor
This Lane May Turn Left
This Road Patrolled by Aircraft
Three Way Light
Turn Off 1/2 Mile (1/2 mile)
Turn Off
Traffic Circle
Truck Route
Unloading Zone
Use Low Gear
Watch for Flagman
Watch for Low Flying Aircraft
Winding Road
Yield
Yield Right of Way

A FUNCTIONAL CORE VOCABULARY FOR SLOW LEARNERS

FAMILY WORDS

aunt
brother
child
children
cousin
father
father-in-law
family
grandfather
grandmother
mother
mother-in-law
nephew
niece
sister
step-father
step-mother
uncle

WEATHER WORDS

bright
clear
cloud
cold
condition
continual
cool
damp
freezing
frost
fog
hot
ice
icy
maximum
mild
minimum
muddy
rain
rainy
showers
sleet
slippery
snow
storm
sun
sunny
sunshine
temperature
warm
weather
windy

GOVERNMENT WORDS

America
borough
borough president
citizen
city
City Council
Congress
country
court
Election Day
fireman
government
House of Repr.
law
mayor
meet
nation
neighbor
people
policeman
President
primary
register
Senate
Senator
state
State Assembly
vote
Washington
World War

TIME WORDS

afternoon
alarm clock
A.M.
autumn
birthday
calendar
correct
date
day
early
evening
fast
hour
late
leap year
minute
month
night
o'clock
overtime
per hour
P.M.
rate
second
single time
slow
spring
summer
time
time and a half
today
tomorrow
watch
week
winter
year
yesterday

CLOTHING WORDS

bathing suit
bathrobe
belt
coat
dress
glove
gown
handbag
handkerchief
hat
jacket
overcoat
pajamas
pants
pocketbook
raincoat
rubbers
scarf
shirt
shoe
shorts
skirt
slip
sneakers
socks
stocking
suit
sweater
T-shirts
tie
topcoat
trousers
trunks
umbrella

EMPLOYMENT APPLICATION WORDS

address
age
answer
application
apply
blank
city
color of eyes
date
education
experience
former employer
height
hobbies
job
list in order
maiden name
part time
previous
print
questions
reference
residence
sex
signature
social security no.
state
telephone no.
weight
zone no.
race

MEASUREMENT WORDS

area
copper
dozen
each
feet
foot
gallon
height
inch
length
measure
mile
ounce
package
pint
pound
quart
spoon
square feet
square inch
square mile
square yard
teaspoon
ton
watt
width
yard

WANT-AD WORDS

ability
ad
advance
advancement
advertisement
age
agency
ambitious
apply
assist
beginner
classified
clerical
consider
delivery
domestic
education
employment
errand
excellent
experience
factory
female
full time
future
general
helper
hour
inexperienced
learn
light
male
necessary
neighborhood
newspaper
office
opportunity
overtime
part time
parmanent
per week
position
preferred
raise
reference
steady

Appendix:Vocational Sight Words

Suggested Vocational Vocabulary (Not To Be Used As Sight Words)

Auto Maintenance

battery
fender
flashlight
gauge
pressure
spare
spark plug
gas
gasoline
anti-freeze
inner tube
points
radiator
dashboard
horn
glove compartment
clutch
crankcase
fluid
flush
lubrication
patch
windshield (wipers)
oil
brakes (power)
steering (power)
air filter
differential
axle
drive shaft
universal joint
trunk (boot)
headlight
taillight
turn signal
blinker
emergency flasher
flares
alignment
balance
tread
retread
tire
bumper
jack
rear view mirror

fuse
fuel
fuel line
fuel filter
gas cap
grill
filling station
service station
hoist
rack
grease pit
lead free
no lead
mileage
speedometer
generator
indicator
air conditioner
heater
miles per hour (M.P.H.)
miles per gallon (M.P.G.)
gears
lugs
bolts
grease

Food Services

grill
pantry
saucer
scald
scrape
tray
chef
ladle
muffin
sauce
utensil
appetizer
banquet
entree
spoon
fork
knife
measuring cup
measuring spoons
spices
salt
pepper
parsley
shaker
blender
mixer
micro-wave
can opener
platter
silverware
flatware
pitcher
scoop
apron
pressure cooker
lazy susan
deep fryer
skillet
roasting pan
griddle
broiler
roast
broil

boil
bake
cream
toss
stir
whip
over easy (eggs)
over well
over light
medium
rare
well done
mix
flavor
texture
stove
sink
eye
rotisserie
freezer
freezer compartment
garbage disposal
goblet
stemware
china
egg beater
spatula
dial
switch
timer
name tag (waitress)
hair net
sift
sieve
portion
waiter
bub boy
server
head waiter
dishwasher
rack
serving
check

bill
tax
tip
uniform
station
courtesy
service
check out
ice maker
cooler
buffet
a la carte
a la mode
side order
beverage
luncheon
carving (knife)
slice
"to go"
take out
order
customer
consumer
cart
baking soda
exit
entrance
simmer
ingredient
strain
chop

Household and Child Care

tablecloth
wax
wipe
paper towel
vaporizer
electric blanket
recipe
food stamps
closet
storage
moth balls
napkins
rat poison
roach tablets
clothes basket
utilities
shampoo
canning
preserving
sink stopper
brush
comb
linens
blanket
quilt
sheet
bedspread
pillow
tablecloth
pillow case
single
full (double)
queen
king
fitted
flat
bottom
table
table leaf
toothbrush
toothpaste
dental floss
bathroom
commode
toilet
toilet paper
lavatory

wash cloth
towel
bath mat
soap
lid cover
tank
tank cover
dish towel
dish cloth
dish rag
cleanser
scouring pad
furniture polish
furniture wax
hand cream
cosmetics
vacuum cleaner
sweeper
disinfectant
carpeting
rug shampoo
abrasive
odor
deodorizer
mildew
mold
plumbing
drain
shower
septic tank
dust
dust mop
mop
broom
dustpan
window cleaner
air filter
mattress
mattress pad
air conditioning
heater
furnace
thermostat
thermometer
dispenser

tile
grout
caulking
sanitary
carport
garage
den
family room
sitting room
attic
basement
ceiling
venetian blinds
window shades
shower curtain

disposable diaper
bib
cradle
crib
diaper pail
baby power
baby oil
cotton swabs
Q-tips
cotton balls
ointment
salve
layette
nipple
bottle
newborn
infant
toddler
formula
sterilizer
bottle brush
bassinette
bathinette
crib bumper
playpen
rocking chair
pacifier
booties
receiving blanket

Laundry Service

cleaning fluid
lighter fluid
lint
lint filter
lint remover
fade
run
starch
press
iron
ironing board
steam iron
commercial strength
clothes pin
clothes line
automatic washer
hand wash
laundry
rinse
tint
wring
wringer
warm
hot
cold
color fast
lukewarm
bleed
temperature
cupful
fabric softener
detergent
static electricity
cycle
label
chemical
dissolve
dryer
dye
vat
delicate
permanent press
regular
dry clean
no iron
flat dry
blocking
drip dry
clean
soiled
stain
indelible
laundry marking pen
laundry basket
clothes hangers
clothes hamper
bleach
switch
flame retardant
flame resistant
pre-wash
pre-soak
wrinkle
wash and wear
shrink

Garment Trades

buckle
hem
mend
sample
seam
spoon
clothes brush
lint
alterations
binding tape
stretch tape
bias tape
hem tape
measuring tape
pattern
crochet
needle
sewing machine
spool
thread
scissors
lace
baste
stitch
tension
bobbin
snap
garment
hook and eye
button
button hole
cloth
clothes
fastener
goods
yard goods
lining
shears
pinking shears
trace
tracing wheel
tracing paper
pins
tailor
tat
embroider
seamstress
fabric
pleat
production
remnant
weave
reweave
yarn
darn
drapery
drapes
curtain
elastic (non-roll)
Velcro
gripper
upholstery
seam ripper
hem gauge
patch
yardstick
fold
crease
pincushion
thimble
interfacing
minimum shrinkage
cotton
wool
knitting
double knit
single knit
rayon
nylon
tweed
crepe
jersey
satin
polyester
silk
gingham
flannel
burlap
felt
velvet
velveteen
suede
terrycloth
denium
linen

Building Maintenance

drill
drill bits
file
furnace
fuse
pliers
putty
nail
lumber
wire cutters
hammer
vise
clamp
screw
screwdriver
bolt
nut
Phillips Head
saw
custodian
janitor
maintenance
level
plaster
copper
socket
light bulb
switch
septic tank
plunger
paint
paint thinner
turpentine
brush
pipe
mineral spirits
wrench
electric receptacle
tape measure
electrical tape
duct tape
enamel
fixture
incinerator
plug
shaft

aluminum (siding)
duct
insulation
antenna
latch
lock
dead bolt
door knob
molding
tile
linoleum
wallpaper
paneling
shellac
varnish
water heater

Medicine
(working vocabulary for understanding not for sight words)

fever
bathe
temperature
thermometer
hay fever
allergy (allergic)
reaction
prescription
first aid (kit)
vaccination
injection
disinfect
sanitary
appendix
tonsils
sneeze
cough
measles
mumps
a boil
to boil
bends
cramps
pneumonia
flu
faint
lock jaw
tetanus
hernia
sunburn
bites and stings
frostbite
virus
nosebleed
arthritis
rheumatism
stye
tumor
malignant
benign
laboratory
abrasion
laceration
puncture
extract
remedy
lukewarm
sterilize
scald
aspirin
choke
strangle
birthmark
swelling
backache
side effects

gauze
bandage
bandaid
adhesive (tape)
dizziness
drowsiness
alcohol (isopropyl)
iodine
hydrogen peroxide
mercurochrome
surgery
syrup
tablespoonsful
headache
powder
capsule
pill
tablet
inflammation
throat lozenge
nasal spray
drain
congested
irritated
sensitive
broken skin
dilute
fluid
contaminated
inhale
penicillin
antibiotic
circulation
concussion
digestion
dislocated
dressings
rescue
joint
scar
tissue
exposure
intensive care
private
semi-private
maternity
ward
prenatal care
delivery
labor
rash
drug
drug abuse
soak
overdose

fumes
vapors
antidote
universal antidote
diarrhea
constipation
internal (injuries)
external
directions
dose
dosage
adult
children
relief
confined to bed
habit forming
consult
blood pressure (high, low)
diabetes
heart disease
birth defects
application
physician
coneition
repeat
gag
swallow
flush with water
orderly
attendant
hot water bottle
heating pad
humidifier
traction
wheel chair
crutches
cotton (swabs, sterile)
tongue depressor
bed pan
pharmacy
examination table
registration
M. D. (Dr. of Medicine)
Dr.
specialist
general practitioner
pediatrician
obstetrician
gynecologist
veterinarian (vet)
stethoscope
patient
wrist band (identification band)
name tag

Medicine continued

bath salts
epsom salts
smelling salts
spirits of ammonia
baking soda
wart
corn
cyst
blister
fever
splinter
splint
cast
red cross
ambulance
stretcher
oxygen
oxygen tent
transfusion
medical
nurse
nurse's aids
bedpan
glucose
intraveinous
research
bone marrow
sprain
first, second, third degree burns
fracture
wound
shock
artificial respiration
mouth-to-mouth resuscitation
poisoning
injury
snake bite (kit)
emergency room
skeleton
itching
scrapes
razorburn
windburn
chapped, chafed, cracked skin
antispetic
poison ivy

operation
traction
transplant
bacteria
intoxicated
drown
toxic
drugs
fatal
hazardous
compress
breathe
recurrent
pressure (points)
skull
acid
chemical
thermal
penetrate
throat and air passages
muscle
nerves
excessive
hemorrhage
flame
immobilize
convalescent
immune
immunize
infection
mental illness
stiffness
tenderness
staph infection
rupture
pulse
paralyzed
numb
coma
unconscious
spine
therapy
(local) anesthetic

tourniquet
salt water solution
laxative
antacid
heartburn
nausea
indigestion
heart attack
extremities
limbs
salve
solution
ointment
cream
accident
prevention
rabies
coma
spasms
convulsion
symptoms
sling
blood vessels
veins
arteries
treatment
technique
impaired hearing
impaired vision
nearsighed
far sighted
deaf
dumb
blind
suppository
Rx
rectal (thermometer)
oral (thermometer)
quarantine

Container Label Vocabulary

(Some terms should be able to read as well as understand)

guaranteed (money back if not completely satisfied . . . return unused portion, etc.)
flavored (unflavored)
label
take no other drugs, including aspirin, while on this medication
toxic
do not touch dropper tip to any surface as this may contaminate the solution
avoid overdosage (overdose)
buffered
harmful to clothing and furnishings
close cover before striking
do not puncture container
do not incinerate container
premeasured
contents under pressure
do not expose to . . . (heat, cold, sun)
do not spray toward . . . (face, mouth, eyes, open flames)
do not apply to irritated, broken, or sensitive skin
do not store at temperatures above 120°F.
extreme cold or heat
hazardous
warning
caution
directions
excessive
avoid prolonged or repeated contact with skin
If rash develops discontinue use (suspend use)
not fit for beverage use
use only as directed
flammable, (inflammable, combustible) mixture
may cause bursting
flush eyes with plenty of water
get medical attention (call or contact doctor)
consult a physician immediately
not for deep or puncture wounds or serious burns
not for prolonged use
this preparation may cause drowsiness
adult dose (dosage)
child's dose (children's dosage)
avoid inhaling fumes (vapors)
if condition persists
infection
relief
do not drive or operate machinery while taking this medicine (medication)
do not give to children under (age) unless directed by physician
reduce dosage if nerviousness, restlessness, or sleepiness occurs
may indicate a serious illness
do not exceed recommended dosage
take only as directed
use with adequate ventilation
use only in well-ventilated areas
cross ventilation
ventilate area after treatment is completed

Container Label Vocabulary continued . . .

use only in areas provided with a means of air movement sufficient to dissipate vapors after treatment is completed
if swallowed drink large amounts of milk
wash thoroughly after handling and before eating or smoking
intentional misused by deliberate concentration and inhalation of contents may be harmful or fatal (concentrating, inhaling)
if pain persists. . .
may be habit forming
do not use near heat (fire, sparks, or open flame)
antidote
(do or do not) induce vomiting
oral
dilute (undiluted)
chew (chewable)
dispose of properly (disposable, returnable)
do not mix with. . . (ammonia, bleach). . . or other (household) chemicals
suppository
reaction to drug
do not spray near (over, directly at, on toward) food, food products, or eating utensils. . . (cover food)
(local) anesthetic
carefully soak
if accidentally taken internally (feed bread soaked in milk, drink plenty of water or fluids, etc.)
if gotten in eyes. . . rinse immediately
if persists or increases
medicated
store at room temperature
place under moderate refrigeration
keep in refrigerator
do not freeze
expiration date (exp. date)
shake well before using
do not shake
keep tightly closed (air-tight, sealed)
store in cool, dry, dark place
keep out of reach of children
press down tightly and turn firmly (twist, unscrew, pull, insert tab, line up arrows, etc.)
swelling or inflammation
antiseptic (disinfectant)
keep cap tight and bottle upright in a cool, dark place (this end up)
may be hazardous (to your health)
allergy (allergic)
prevents infection in minor cuts, burns, and abrasions
do not take more than (not to exceed)
do not take internally (not to be taken internally)
for external use only
do not drink alcoholic beverages while taking this medication
dilute solution (use full strength)
poison (poisonous)
recommended (not recommended for. . .)
not meant for. . . (not intended for. . .)

Container Label Vocabulary continued . . .

harmful if swallowed
remove pets, birds, and cover aquariums before spraying
do not stay in treated area
child resistant cap (child safe, child proof)
apply this product only as specified on label (according to directions)
federal law prohibits dispensing without prescription
may not refill
apply evenly, (generously, sparingly, as needed, etc.)
do not reuse container. . . destroy when empty
symptoms
liquid will evaporate
take one tablet (capsule, pill, powder, lozenge) every (no.) hours (after meals, as needed, before bed, etc.)
do not take for more than (no.) days
do not take over (no.) pills within a 24-hour period (12-hour, etc.)
maximum (dose)
for nausea (diarrhea, constipation, pain, aches, headache, itching, congestion, cold symptoms, upset stomach, stiffness, etc.)
read carefully cautions on side panel (back)
if there is no improvement
dissolve
(skull and crossbones) Means "danger" or "poison"

Topic: Context Clues (II, A, w, a, (7))

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Interprets meaning of other words to cue unknown words.						
2. Interprets position of unknown words as cue to its meaning						
3. Interprets root-word cues for context clues.						
4. Recognizes when an error spoils meaning and to re-read to self-correct error.						
5. Combines picture cues, position cues, phonic cues, and morphemic (root-word) cues to decode unknown words.						

Topic: Comprehension (II, A, 2, b, (1))

Primary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Interprets phrases.						
2. Interprets simple sentences.						
3. Answers questions on the main ideas.						
4. Answers questions about a detail.						
5. Combines interpretation of picture and text.						
6. Retells details in his own words.						
7. Recognizes a picture that goes with a story.						

Topic: Comprehension (II, A, 2, b, (1))

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Distinguishes what a paragraph is (by indentions).						
2. Uses story meaning to prove a point.						
3. Retells the story in sequence.						
4. Locates incidents or actions in order.						
5. Located or recalls a directly stated cause-effect relationship.						
6. Located or recalls directly (vs. inferentially) stated qualities.						
a. physical characteristics.						
b. motive or purpose.						
c. feelings, emotions, moods.						
d. character or personality traits.						
7. Infers ideas implied but not directly stated.						
8. Grasps an implied cause-effect relationship.						
9. Makes a correct deduction (draws right conclusion).						
a. from directly stated facts.						
b. from implied facts.						

Topic: Comprehension (II, A, 2, b, (1))

Middle	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Interprets straight forward complex sentences.						
2. Identifies sentence containing main idea.						
3. Supplies a known situation that is related to the story.						
4. Carries out printed directions.						
a. by answering questions about items.						
b. by performing a sequence of actions as directed.						
5. Interprets figurative language and idioms.						
6. Infers qualities not directly stated (such as physical characteristics, actions, motives, purposes, etc.).						
7. Does evaluative reading from pictures as well as print.						
a. grasps the author's main purpose in communicating (the point for writing the story).						
b. distinguishes between fact and fiction (real and pretend).						
c. detects logical inconsistencies or fallacies (knows when thing don't make sense).						

Topic: Comprehension (II, A, 2, b, (1))

Middle (continued)	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
d. makes value judgements (such as desirability and acceptability of character actions, feelings, events, etc.).						
8. Does creative reading.						
a. suggests an outcome.						
b. states sensory images based on what is read.						
c. creates an illustration of a scene in a selection.						
d. writes an original composition stimulated by the selection.						
e. participates in dramatization of a story that has been read.						

Topic: Word Meaning (II, C, 1, a, (1))

Primary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Imitates speech sounds.						
2. Associates meaning to persons or objects.						
3. Interprets the meaning of words.						
4. Uses 3 words other than mama, dada.						
5. Combines 2 different words.						
6. Uses vocabulary of 50 to 100 words.						
7. Uses plurals.						
8. Gives first and last name.						
9. Gives opposite meanings.						
10. Gives words with similar meanings.						
11. Defines 6 words.						
12. Shows and tells.						
13. Discusses experiences.						
14. Gives personal information.						
15. Retells story in own words (recognizes the main idea).						

Topic: Word Meaning (II, C, 1, a, (1))

Primary (continued)	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
16. Rewords the main ideas.						
17. Sequences of events using sentences.						
18. Uses rhyming words.						
19. Recognizes definitions and meanings.						

Topic: Word Meaning (II, C, 1)

Middle	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Uses of why, who, where, when, what, and how.						
2. Uses homonyms.						
3. Uses synonyms.						
4. Identifies words through difinition and sentence.						
5. Uses words that have multiple meanings.						

Topic: Word Meaning (II, C, 1)

Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Uses oral vocabulary appropriate to the following areas:						
job interviews						
job related vocabulary						
purchasing vocabulary						
financial terms						

Topic: Pronunciation (II, C, 1, a, (2))

Primary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Imitates sounds.						
2. Pronounces the following initial consonant:						
(b, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, y, z)*						
3. Substitutes an initial consonant sound for another initial consonant						
sound in a word (cap for tap).						
4. Pronounces the following final consonant sounds:						
(b, d, f, g, h, k, l, m, n, p, s, t, x)*						
5. Substitutes a final consonant sound for another final consonant sound in						
a word (tag for tad).						
6. Produces the middle consonant sound in a word.						
7. Pronounces the following long vowel sound: * (a, e, i, o, u).						
8. Pronounces the following short vowel sound: * (a, e, i, o, u).						
* circle those mastered						

Topic: Pronunciation (II, C, 1, a, (2))

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Pronounces the following r controlled vowel sounds: (ar, er, ir, or, ur)						
2. Pronounces the following initial consonant digraph: (ch, th, sh, wh).						
3. Pronounces the following final consonant digraph: (ch, th, sh, ng, wh).						
4. Pronounces the following consonant blends: (tw, str, st, sl, sp, sm, sn, br, cr, dr, pr, spl, sc, thr, tr, bl, cl, pl, ld, lt, mp, ll, dw).						
5. Pronounces the following vowel digraph sounds: (ee, ei, oe, ie, ea, ai, oa, ay, ow, ew, au, ue, aw).						
6. Pronounces the following vowel diphthongs: (oi, oy, ow, ou, oj).						
7. Uses the possessive.						
8. Uses the past tense.						
9. Uses the present participle (ing).						
10. Uses the prefixes: un, re, dis, pre, e, in, ed.						
11. Uses the suffixes: ly, y.						

Topic: Word Order (in structure of oral language)
(II, C, 1, b, (1))

Primary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Responds to expressive nonverbal communication. (n.v.c.)						
2. Uses several modes of communication.						
3. Uses simple speech accompanied with nonverbal communication.						
4. Uses one word sentences (usually nouns).						
5. Uses two word sentences accompanied by n.v.c. (noun and verb).						
6. Uses two word sentences.						
7. Uses negatives (nor, neither, not, no).						
8. Uses negative and verb (can not, do not, have not).						
9. Uses noun phrase and verb phrase.						
10. Uses noun phrase + verb + noun phrase.						
11. Uses contractions a simple verb. (don't, can't, won't, etc.)						
12. Use negatives with verbs in a sentence.						
13. Asks a question by transforming verb to form question (Is that a dog?).						
14. Uses wh- questions; -who-what-and where.						
15. Asks wh- questions.						

Topic: Word Order (in structure of oral language)

(II, C, 1, b, (1))

Primary (continued)	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
16. Uses helping (auxilary) verb and main verb in a sentence.						
EX: I have gone home.						
17. Uses compound verbs in a sentence. Ex: The boy sat and looked at me.						
18. Uses compound nouns in a complete sentence. Ex: The baby and the dog looked						
at me.						
19. Uses "when" and "how" questions.						

Topic: Word Order (in structure of oral language)
(II, C, 1, b, (1))

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Uses sentences with "said" followed by a quote. Ex: Mama said, "No".						
2. Uses adjectives. EX: She is a pretty girl. The pretty girl lives here.						
3. Uses "why" questions.						

Topic: Grammar (in structure of oral language)
(II, C, 1, b, (2))

Primary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Uses nouns. Ex: John						
2. Uses action verb - noun. Ex: Run John.						
3. Uses noun - verb. Ex: John runs.						
4. Uses verb - noun - noun. Ex: Go home, John.						
5. Uses verb - noun - verb. Ex: See John run.						
6. Uses noun - verb - noun. Ex: John goes home.						
7. Uses noun phrase - verb phrase. Ex: The boy named John goes for a ride.						
8. Uses compound nouns. Ex: homerun, something						
9. Uses contractions such as can't as a single word.						
10. Differentiates between singular and plural nouns.						
11. Adds ed to form past tense of verbs and use ing form of verbs.						
12. Uses qualifying adjectives by adding est.						
13. Uses indefinite pronouns for place, person, thing.						
14. Uses singular and plural noun agreement. (Boats go. A boat goes.)						
15. Uses comparison form of adjectives (tall, taller, tallest).						
16. Uses prefixes. Ex: unhappy.						

Topic: Grammar (in structure of oral language)
(II, C, 1, b, (2))

Primary (continued)	Pre-test	Introduction	Practice	Mastery (Post-tes	Overlearning	Application
17. Responds to questions asking what, who, when, and where.						
18. Uses conjunctions to connect strings of words, phrases or clauses.						
19. Uses "and" with compound sentences.						

Topic: Creative Content in Oral Expression
(II, C, 1, c, (1))

Primary	Pre-test	Introduction	Practice	Mastery (Post-tes	Overlearning	Application
1. Completes orally a story or event being told by someone else.						
2. Creates spontaneously a simple story aloud.						

Topic: Creative Content in Oral Expression
(II, C, 1, c, (1))

Elementary	Pre-test	Introduction	Practice	Mastery (Post-tes	Overlearning	Application
1. Analyzes an event expressed by another by telling opposites.						
2. Analyzes an event expressed by another by identifying similarities.						
3. Analyzes an event expressed by distinguishing reality from fantasy.						
4. Describes feelings of others in story.						
5. Describes what will happen next in an unknown ending.						

Topic: Creative Content in Oral Expression
(II, C, 1, c, (1))

Middle - Secondary	Pre-test	Introduction	Practice	Mastery (Post-tes	Overlearning	Application
1. Creates alternatives in a story by adding new information.						
2. Creates alternatives by changing attitudes, timing, events in story.						
3. Identifies incongruities in a situation.						
4. Creates unexpected changes that are incongruent in order to create jokes or riddles.						
5. Analyzes actual events without first retelling or having event retold.						
6. Carries out specific role-played vocational and social situations.						
7. Tells possible endings to suggested vocational and social situations.						

Topic: Functional - Social Content in Oral Expression

(II, C, 1, c, (2))

Primary-Middle	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Uses greetings and farewells Ex: Good morning, Good-bye Hello, Hi, etc.						
2. Uses expressions of appreciation - Ex: Thank you, Thank you for the lovely evening, Much obliged, I appreciate it, etc.						
3. Uses expressions of request - Ex: Please, May I, Let me, Would you, Could, you, etc.						
4. Uses expressions of pardon - Ex: Excuse me, Pardon me, I'm sorry, I didn't mean to, etc.						
5. Uses the following introductory expressions - Ex: May I introduce you to Joe, This is Sally, I am Joe Stevens your next door neighbor, I'd like for you to meet.						
6. Acknowledgements of position - Ex: Sir and Ma'am.						
7. Says on the telephone - Ex: This is, May I speak to, etc.						
8. Uses expression for table manners - Ex: Please pass, Would you like, Excuse me please, etc.						
9. Uses Holiday Greetings - Ex: Happy Birthday, Many Happy Returns, Merry Christmas, Happy New Year, etc.						

Topic: Functional - Social Content in Oral Expression
(II, C, 1, c, (2))

Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Asks for help and gives pertinent information such as name and address if lost (or in trouble).						
2. Phones for help in emergency situations - doctor, ambulance, police, fire dept.						
3. Phones for operator assistance, information operator, long distance, etc., and speaks on the phone properly.						
4. Seeks services or information by phone or in person such as:						
a. phoning for a wrecker, cab, food delivery, flowers, etc.						
b. phoning (or asking in person) for a bus, schedule (train, airplane, etc.).						
c. placing and answering a want ad for trading, buying, selling, or lost and found by phone and in person.						
d. goes through role playing and actual verbal situations involved in small and major purchases.						
e. carrying out various related banking functions such as opening a savings account, checking account, etc; depositing or withdrawing money and checking on balance.						
f. applying for a loan or credit card and asking information on it.						

Topic: Functional - Social Content in Oral Expressive
(II, C, 1, C, (2))

Secondary (continued)	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
g. carrying out disagreement situations with someone (family, friend, etc.) by discussion keeping temper controlled.						
h. paying bills in person.						
i. purchasing stamps, money orders, postcards, etc., and mailing letters at a post office.						
j. taking driver's education test (oral and written).						
k. being given a ticket by a policeman and appearing at court.						
l. planning a mock wedding including license, blood test, honeymoon arrangements, and setting up house keeping.						
2					2	

Topic: Vocational Content in Oral Expression

(II, C, 1, c, (3))

Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Carries out job related conversations such as:						
a. participating in and conducting a job interview.						
b. answering a help wanted sign or ad by phone and in person.						
c. reporting absence from job.						
d. making proper requests for help, training, information, etc., from the boss or co-worker.						
e. Keeping temper controlled with a boss or co-worker by discussion of problem.						
f. taking disagreeable orders with correct, polite responses and carrying them out.						

Topic: Handwriting: Manuscript

(II, C, 2, a, (1))

Primary-Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Draws large geometric shapes and lines (blackboard, finger paint, sand tray).						
2. Draws large letters and numbers (blackboard, finger paint, sand tray).						
3. Sits in appropriate position to write.						
4. Places paper in appropriate position for writing.						
5. Holds pencil correctly.						
6. Traces stencils and templates.						
7. Draws lines between double lines.						
8. Writes letters inside outlined letters.						
9. Completes figure or letter outlined by dots.						
10. Draws lines and circles on paper.						
11. Completes letters with reduced cues.						
12. Prints uniform letters and numerals on lined paper.						
13. Spaces letters correctly.						
14. Prints words with correct spacing.						
15. Prints sentences with correct spacing.						

Topic: Cursive Writing

(II, C, 2, a, (2))

Elementary - Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Demonstrates mastery of manuscript.						
2. Demonstrates basic cursive strokes.						
a. slant line						
b. inward curve						
c. downward curve						
d. upward curve						
e. under curve						
f. over curve						
3. Transforms the basic strokes into alphabet letters.						
a. writes small letters in cursive.						
b. writes capital letters in cursive.						
4. Forms all letters legibly in cursive.						
5. Writes name and address in cursive.						
6. Writes spelling words in cursive.						
7. Copies from the chalkboard in cursive.						
8. Spaces letters in words correctly in cursive						

Topic: Written Expression Grammar

(II, C, 2, b, (1) (a))

Primary - Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Writes capital letters when appropriate.						
2. Writes or changes letters to capital letters at the beginning of a sentence.						
3. Writes or changes letters to a capital letters in names, self or friend.						
a. the word "I"						
b. the title used with a name (such as Dr., Mr., Mrs.)						
4. Uses capital at the beginning of names of places.						
a. cities, towns						
b. states						
c. countries						
d. counties						
e. names of things, organizations						
5. Uses capital letters correctly with words referring to time.						
a. days of the week						
b. names of months						

232

233

Topic: Written Expression Grammar

(II, C, 2, b, (1) (a))

Primary - Secondary (continued)	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
c. names of holidays						
6. Uses capital letters for important words in titles of books, songs, poems, television shows, etc.						
7. Uses capital letters to begin a direct quotation.						
8. Uses capital letters before the greeting and closing of a friendly letter, or business letter.						
9. Uses capital letters in writing an initial.						
10. Uses nouns. Ex: John						
11. Uses action verb-noun. Ex: Run John.						
12. Uses noun-verb. Ex: John runs.						
13. Uses verb-noun - noun. Ex: Go home, John.						
14. Uses verb-noun - verb. Ex: See John Run.						
15. Uses noun-verb - noun. Ex: John goes home.						
15. Uses noun phrase-verb phrase. Ex: The boy named John goes for a ride.						
17. Uses compound nouns. Ex: homerun, something						
18. Uses contractions such as can't as a single word.						

Topic: Written Expression Grammar
(II, C, 2, b, (1) (a))

Primary - Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
19. Differentiates between singular and plural nouns.						
20. Adds ed to form past tense of verbs and uses ing form of verbs.						
21. Uses qualifying adjectives by adding est.						
22. Uses indefinite pronouns for place, person, things.						
23. Matches plural s and s form of verb.						
24. Recognizes and uses comparative form of adjectives.						
25. Uses prefixes. Ex: supersmart						
26. Responds to questions asking what, who, when, and where.						
27. Uses conjunctions to connect strings of words, phrases or clauses.						
28. Uses and with compound sentences.						

Topic: Punctuation

(II, C, 2, B, (1) (b))

Primary - Secondary	Pre-test	Introduction	Practice	Mastery (Post-tes	Overlearning	Application
1. Uses the appropriate mark at the end of the sentence.						
a. period						
b. question mark						
c. exclamation point						
2. Uses a comma correctly in the appropriate places when writing sentences.						
a. to write addresses and dates.						
b. to separate words in a series.						
c. to separate clauses in a compound or complex sentence.						
d. to separate the name of person spoken to from the rest of the sentence.						
e. to separate interjections from the rest of the sentence.						
f. to separate a direct quotation from the rest of the sentence.						
g. to write the greeting and closing of a friendly letter.						
3. Uses quotation marks correctly.						
a. uses quotation marks before and after a direct quotation.						
b. uses before and after the titles of stories, poems, songs, articles, and the						

Topic: Punctuation (II. C. 2. B. (1) (b)

Primary - Secondary (continued)	Pre-test	Introduction	Practice	Mastery (Post-tes	Overlearning	Application
chapters of a book.						
4. Uses apostrophes in the appropriate places when writing sentences.						
a. to show possession in writing.						
b. to make a contraction of two words.						

Topic: Spelling

(II, C, 2, b, (1) (c))

Note: These skills are taught according to level of child.

Primary - Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Demonstrates visual preception of letters.						
2. Demonstrates memory of letters.						
3. Demonstrates matches letters sounds to letters.						
4. Gives meaning and pronunciation of words on his level.						
5. Chooses correctly spelled word from others.						
6. Writes word correctly from recall.						

Topic: Written Abbreviations

(II, C, 2, b, (1) (d))

Middle	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Matches the abbreviation to words.						
2. Gives the meaning of the abbreviations.						
3. spells and writes the abbreviation correctly.						
4. Writes them correctly on card, in letters and addressing people, such as:						
(List of Abbreviations) - Miss						
Ms. Mr. Mister						
Mrs. Mistress Jr. Junior						
St. Street Dr. drive or doctor						
Ave. avenue Rt. route						
5. Uses time abbreviations.						
a. knows the days of the week and their abbreviations. b. knows the months of the year and their abbreviations						
c. knows how to write the whole words and their abbreviations d. knows the meaning of A.M. and P.M.						
e. knows the short way of writing minutes, hour, day, month, year, week, second f. knows how to syllablize each word with more than one syllable						
g. knows which months do not have abbreviations h. knows these abbreviations are used with telling time.						

Topic: Abbreviations (II, C, 2, b, (1) (d))

Middle (continued)		Pre-test	Introduction	Practice	Mastery (Post-tes	Overlearning	Application
(Word List for Time)							
Monday	Mon.						
Tuesday	Tues.						
Wednesday	Wed.						
Thursday	Thurs.						
Friday	Fri.						
Saturday	Sat.						
Sunday	Sun.						
January	Jan.						
February	Feb.						
March	Mar.						
April							
May							
June							
July							
August	Aug.						
September	Sept.						
October	Oct.						
November	Nov.						
December	Dec.						
year	yr.						
month	mo.						
week	wk.						
minute	min.						
hour	hr.						
second	sec.						
6. Money and Measurements							

Topic: Abbreviations (II, C, 2, b, (1) (d))

	Pre-test	Introduction	Practice	Mastery (Post-tes	Overlearning	Application
Middle (continued)						
a. reads the word on sight. b. knows which words to use with reference to money.						
c. knows how to use the words in solving money problems. d. knows which words refer to dry measure and liquid measure.						
e. can spell the words and the abbreviations correctly. f. writes the words and the abbreviations correctly.						
g. identifies the compound words. h. identifies the beginning sounds.						
i. recognizes the family words. j. know which refer to length or width.						
k. knows how to use the words in solving problems.						
(Word list for Money and Measurement)						

c.o.d.	cash on delivery	mi.	mile	wt.	weight
amt.	amount	m.p.h.	mile per hour	vol.	volume
ct.	cent	oz.	ounce	pk.	peck
ft.	foot	doz.	dozen	tsp.	teaspoon
in.	inch	bu.	bushel	tbsp.	tablespoon
yd.	yard	pt.	pint		
cu.	cubic	gal.	gallon		
rd.	rod	qt.	quart		

	Pre-test	Introduction	Practice	Mastery (Post-tes	Overlearning	Application
7. Uses States abbreviations for the United States.						
a. recognizes state on sight. b. identifies own state.						
c. knows how to write state and abbreviation. d. identifies the states' capitals.						
e. talks and writes the names of the states intelligently. f. recognizes and writes abbreviations correctly.						

Topic: Abbreviations (II. C. 2. b. (1) (d))

		Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
Middle (continued)							
g. recognizes the beginning sounds of each state. h. divides the states in syllables for better pronunciation.							
(List of States and Abbreviations)							
Alabama Alaska	AL AK						
Arizona Arkansas	AZ AR						
California Colorado	CA CO						
Connecticut Delaware	CT DE						
Florida Georgia	FL GA						
Guam Hawaii	GU HI						
Idaho Illinois	ID IL						
Indiana Iowa	IN IA						
Kansas Kentucky	KS KY						
Louisiana Maine	LA ME						
Maryland Massachusetts	MD MA						
Michigan Minnesota	MI MN						
Mississippi Missouri	MS MO						
Montana Nebraska	MT NE						
Nevada New Hampshire	NV NH						

Topic: Abbreviations (continued)
(II, C, 2, b, (1) (d))

				Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
Middle (continued)									
(List of States and Abbreviations) (continued)									
New Jersey	NJ								
New Mexico	NM								
New York	NY								
North Carolina	NC								
North Dakato	ND								
Ohio	OH								
Oklahoma	OK								
Oregon	OR								
Pennsylvania	PA								
Puerto Rico	PR								
Rhode Island	RI								
South Carolina	SC								
South Dakato	SD								
Tennessee	TN								
Texas	TX								
Utah	UT								
Vermont	VT								
Virgin Islands	VI								
Virginia	VA								
Washington	WA								
West Virginia	WV								
Wisconsin	WI								
Wyoming	WY								
8. Uses other important abbreviations, such as:									
F.B.I.	Federal Bureau of Investigation	p.s.	postscript						
etc.	et cetera	cont.	continue						
off.	office	r.r.	railroad						
P.O.	Post Office								
pr.	pair								
p., pg.	page								

Topic: Functional Content in Written Expression

(II, C, 2, b, (2) (a))

Middle - Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Writes a paragraph with correct structure.						
a. identifies main idea of paragraph.						
b. writes all sentences relating to the topic sentence.						
c. indents the beginning of all paragraphs.						
2. Writes appropriate letters in different situations:						
a. writes thank you notes.						
c. writes friendly letter or note.						
d. writes business letter.						
3. Identifies the parts of a letter and format.						
4. Addresses correctly an envelope, including return address.						
a. writes own address.						
b. copies other's addresses.						
c. writes address from dictation.						
d. puts address in proper place on envelope.						

Topic: Functional Content in Written Expression
(II, C, 2, 6, (2) (a))

Middle - Secondary (continued)	Pre-test	Introduction	Practice	Mastery (Post-tes	Overlearning	Application
e. puts return address in proper place.						
f. folds and puts in letter, seal, and stamp envelope.						
5. Writes an announcement of an event, giving all necessary information.						
6. Writes a newspaper advertisement, giving all necessary information.						
7. Writes (copy) a recipe, including all necessary information.						
8. Writes a shopping list of needed items.						
9. Completes job application with relevant information.						

Topic: Creative Content in Written Expression

(II, C, 2, b (2) (b))

Elementary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Writes a sentence that expresses an idea.						
2. Writes a short story when shown a picture.						
3. Writes an original ending to an unfinished story.						
4. Writes a story about pictures he has collected or tells something about himself.						
5. Writes a short poem or song from imagination (or experience).						
6. Writes a creative story on topic of student's choice.						
7. Creates poster for bulletin board on certain topic.						

Topic: Typewriting (II. C. 2. (c))

Secondary	Pre-test	Introduction	Practice	Mastery (Post-test)	Overlearning	Application
1. Locates and uses the important keys on the typewriter. a. letters and numbers						
b. space key c. shift key						
d. back space e. signs and punctuation marks						
2. Uses the important parts of a typewriter correctly. a. inserts paper on carriage						
b. turns carriage knobs to move paper in typewriter c. returns carriage						
d. uses paper bail to hold paper in place e. uses paper release to move paper in the typewriter						
3. Follows a skill sequence in acquiring knowledge on use of the typewriter similar to the following:						
a. types letters or numbers b. types words and begin using between them						
c. types sentences using punctuation marks and capital letters d. types paragraphs using indention and spacing						
e. applies typewriting to special formats already learned in writing, such as letters, addresses, filling in blanks on papers, etc.						
This sequence can be continued on an enrichment basis for some students that show an exceptional ability for typing or have a greater need for it. The main stress would then be placed upon increased speed and accuracy.						

Appendix: Basic Communication Pre-skills

Basic Communication Pre-Skill Sequence

I. Pre-Academic Skill

A. Match and Discriminate (likes-unlikes)

1. color
2. objects
3. pictures
4. geometric forms
5. colors and forms
6. size
7. quantity
8. numerals
9. letters
10. words
11. texture

B. Language Development

1. blending sounds into words
2. speak clearly
3. expresses ideas well
4. use adequate vocabulary
5. speaks in complete sentences
6. tells a story in sequence
7. understands prepositional commands
8. follows simple vocal commands
9. follows out directional commands
10. carries out directional commands
11. answer factual questions in sentence
12. give sensible reasons for a thought question
13. verbalizes own actions
14. listens attentively
15. rhyming words
16. states opposites
17. makes generalization
18. draws conclusion

C. Number Skills

1. Rote count to _______
2. one to one
3. indicates comparison and math terms (big, little, etc.)
4. arranges objects by size and volume
5. matches numerals to number objects or pictures
6. understand terms first - middle and last
7. applies knowledge of numbers

D. Pre-Writing Skills

    1. scribbling
    2. traces lines
    3. produces lines independently
    4. produces recognizable shapes
    5. prints own name
    6. writes letters
    7. writes numerals

E. Classifies Objects by use

F. Recognition

    1. common objects and pictures
        a. finds missing part of common objects
    2. colors
    3. own name printed
    4. numerals
    5. letters
    6. shapes
    7. words
    8. body parts

G. Sequence

    1. sequence real life situation
    2. imaginary situation sequence
    3. sequence stories read or told
    4. pictured stories sequences
    5. sequence by time and event
    6. completes sequence of a pattern
    7. finds missing pattern of a sequence

II. Manipulative Skills

A. Blocks

    1. reproduce design from model
    2. reproduce design from pattern

B. Pegs

    1. reproduce design from model
    2. reproduce design from pattern

C. Beads

1. able to string beads
2. reproduces design from model
3. reproduces design from pattern

D. Puzzles

1. form board puzzles
2. wooden puzzles
3. cardboard puzzles of 18 items or more in tray
4. jig saw puzzles

E. Scissors

1. handles scissors safely
2. holds properly
3. able to cut on straight line
4. able to cut on curved line
5. cuts out object and shapes
6. uses left or right handed scissors

F. Crayons

1. able to color within lines

G. Pasting

1. able to paste neatly

III. Motor Skills

A. Fine Motor Skills

1. track objects with eyes
2. track objects with eyes in left to right progression
3. manipulates material with hands and fingers
4. eye dominance left-right
5. hand dominance left-right
6. can determine position of self in space
7. can determine position of objects in space
8. has eye contact
9. tying shoes
10. buttons
11. discriminates left and right using own body

B. Large Motor Skills

1. good walking gait
2. runs smoothly
3. uses feet alternately on stairs
4. jumping (jump rope)
5. skips, using feet alternately
6. hopping
    a. 2 feet
    b. right foot
    c. left foot
7. foot dominance
8. balance
    a. walks on line on floor
    b. balance beam
9. catches ball
    a. large
    b. small
10. throws ball
    a. large
    b. small

IV. Personal

1. knows full name
2. knows both parents full name
3. knows age
4. knows birthdate
5. knows address - mailing and street
6. knows telephone number
7. knows how to give directions to home

V. Social Skills

1. uses play equipment appropriately
2. plays with toys, equipment alone
3. parallel play
4. plays cooperatively with adult
5. plays cooperatively with children
6. responds to interaction initiated by adult
7. responds to interaction initiated by children
8. initiates interaction with adult
9. initiates interaction with child
10. takes care of materials
11. helps classmates
12. shares
13. practices good manners
14. indicates appropriate emotional reactions to given situation

Appendix: Dictionary Skill Sequence

Dictionary Skills

1. Knows alphabet in order.
2. Uses concept of before and after.
3. Matches letters of alphabet to first letter of given words.
4. Puts words into alphabetical order by first letter.
5. Puts words into alphabetical order by second letter.
6. Puts words into alphabetical order by third letter.
7. Puts words into alphabetical order by fourth letter.
8. Turns to appropriate half of dictionary to locate given letter of alphabet.
9. Turns to appropriate half of dictionary to locate given word.
10. Turns forward or backward to find a given letter's section after opening dictionary to any page.
11. Turns forward or backward to find given word after opening dictionary to any page.
12. Uses concept that the words at the top left and right side of each page are guide words.
13. Uses concept that left guide word is first entry word on page of dictionary.
14. Uses concept that right guide word is last entry word on page of dictionary.
15. Finds the page on which a given guide word is located.
16. States whether a given guide word is the first entry word or the last entry word on the page.
17. Uses guide words to find a given word in the dictionary.
18. Copies the whole definition of each word in a given list.
19. Uses concept that the bold-faced words on the dictionary page are entry words.
20. Uses concept that main entry is usually printed in bold-face.
21. Uses concept that centered period between the parts of entry words indicate syllables of words.
22. Uses concept that entry words may show different spellings for the same words.
23. Uses concept that entry words spelled alike may have different meanings.
24. Uses concept that entry words with same spelling are numbered consecutively with a raised number,
25. Uses concept that the first entry word represents the most common spelling of a word.
26. Uses concept that variant spellings of a word are shown after the main entry word. (Ex: gelatin ... also gelatine)
27. Uses concept that a word written with small capital letters after the entry word refers to a main entry at its own alphabetical place.

28. Uses different kinds of cross reference words, such as var. of; also; pl. of (plural of); past of.

29. Uses concept that capital letters on entry words signify that word is usually capitalized.

30. Uses concept that entry words may signify separate parts of words, as in prefixes and suffixes. (Ex: bi-, -able)

31. Uses concept that entry words are often root words.

32. Uses concept that inflectional endings such as irregular plurals, verb tenses, and adjective comparisons are often shown after entry words.

33. Uses concept that pronunciation key is located in front cover of dictionary.

34. Uses concept that a modified pronunciation key is located at the bottom of each dictionary page.

35. Uses concept that the word is shown phonetically in parentheses immediately after the entry word.

36. Uses concept that the hyphen in pronunciation guide shows syllable division in saying a word, not in writing a word.

37. Uses concept that all given pronunciations are correct.

38. Uses concept that first given pronunciation is most often used.

39. Uses pronunciation guide to pronounce an unknown word.

40. Uses concept that homographs may have different pronunciations.

41. Uses dictionary to divide a word into syllables.

42. Uses concept that accent marks point out stressed syllables for pronunciation.

43. Uses dictionary to show which syllables should be stressed when pronouncing.

44. Uses concept that stressed syllables show where a word can be divided at the end of a written line.

45. Uses concept that the definitions of a word are listed according to the part of speech they represent.

46. Identifies abbreviations of parts of speech within definitions.

47. Uses concept that the word's part of speech or function is located after the pronunciation guide and before the definitions.

48. Uses concept that a bold-face colon (:) separates the main entry and definitions.

49. Chooses correct definition according to part of speech needed in context.

50. Chooses correct definition to fit context clues.

51. Uses concept that bold-face numerals separate the different meanings of the entry.

52. Uses concept that small capitalized words in definitions are synonymous cross references for entry words.

53. Uses synonyms as aids to meaning.

54. Uses concept that definitions of a word are listed in historical order.

55. Uses example sentences in definitions as aids to meaning.

56. Uses illustrations and tables as aids to meaning.

57. Uses special labels and phrases as aids to meaning, such as archaic, slang, dialect, and chiefly British.

58. Uses special meanings of plural forms shown by abbreviations pl.

59. Uses special meanings of capitalized words shown after abbreviation cap.

60. Uses usage notes as aids to meaning.

61. Selects correct definition among entry words spelled alike.

62. Uses ant. as abbreviation for antonym in definition.

63. Uses antonyms as aids to meaning.

64. Uses concept that bold-face entries following a light dash at the end of definitions are commonly called idioms.

65. Uses idioms as aids to meaning.

66. Uses concept that eytomology is the origin and history of a word.

67. Uses concept that the eytomology of an entry word is usually shown in bold-face brackets [] just before the bold-face colon preceding the definition.

68. Uses dictionary to check the spelling of a word.

Appendix: Informal Reading Inventories

Informal Reading Inventory

1. Recognizes likenesses and differences in pictures, sizes, shapes, colors, and words.
2. Categorizes animals that live on the farm, in the zoo, or in the home.
3. Recognizes all primary colors and color words by sight.
4. Recognizes own name in print.
5. Recognizes the letters of the alphabet in sequence.
6. Discriminates between capital and small letters.
7. Writes one's name in manuscript using capital and small letters.
8. Speaks in complete sentences.
9. Identifies main ideas in story read or told.
10. Senses the emotions and motives of story characters.
11. Recalls a story in correct sequence.
12. Perceives relationships.
13. Identifies similarities and differences among pictured objects.
14. Distinguishes likeness and differences among pictured objects.
15. Pairs related objects as shoes, comb, and brush.
16. Constructs a picture from a group of objects.
17. Distinguishes rhyming words from a list of words given orally or with pictures.
18. Recognizes sizes (big, little, tall, short) and shapes (square, round, triangle).
19. Left-hand eye movement of eye and sequence in reading.
20. Can match like letters.
21. Identifies words by picture clues.
22. Can reproduce pronounced two and three syllable words.
23. Able to hear length of word (boy-elephant)
24. Recognizes the top margin of paper.
25. Writes from left to right.
26. Copies on primary paper and board vertical lines, circles, slanted lines.
27. Can work independently for short periods.
28. Attention span sufficiently long.
29. Recognizes words beginning with capital and small letters in the reading books, to flash cards, phrase cards and in any context.
30. Recognizes single initial consonants and can give a word that begins with that sound.

31. Recognizes single consonant sounds in final position and can give a word with that sound.

32. Recognizes and pronounces "s" endings on vocabulary words.

33. Recognizes letters of the alphabet out of sequence.

34. Responds orally with a word that rhymes with a given word.

35. Reads part of a page silently and answers verbal questions.

36. Draws conclusions from given facts.

37. Identifies sentence in a given selection which contains the answer to an oral question.

38. Supplies orally the missing word in a sentence given by the teacher.

39. Uses correct phrasing in oral reading.

40. Begins reading at the front of a book and on the left-hand page.

41. Reacts to story content, linking it to personal experiences.

42. Discriminates between title and body of a story.

43. Can follow printed directions (ex. Find the boy's house.)

44. Recites a sentence using a given vocabulary word.

45. Expresses thoughts in oral composition using more than one sentence.

46. Writes capital and small letters from dictation.

47. Copies single syllable words from paper and board.

48. Copies sentences from paper, and board.

49. Writes single consonants from dictation of word in either initial or final position.

50. Writes the letters of the alphabet in sequence.

51. Writes the letters of the alphabet out of sequence.

52. Writes letters of alphabet out of sequence, upon dictation.

53. Recalls words usually found in pre-primers and primers on flash cards, phrase cards and in any content.

54. Identifies orally words that have opposite meanings.

55. Recognizes short vowels and make their sounds.

56. Blends initial consonants with short vowel sounds.

57. Pronounces one-syllable words with short vowel sounds.

58. Writes one-syllable words with short vowel sounds.

59. Recognizes and pronounces ending "ed" on words.

60. Constructs initial and final consonants to form new words.

61. Recognizes single consonant sounds in middle position.

62. Uses phonetic skills to identify with short vowels.
63. Reads complete page and answers questions.
64. Reads orally at a smooth rate and enunciates clearly and distinctly.
65. Recognizes the difference between fact and fantasy.
66. Uses the word "title" in place of "name" of story.
67. Arranges group 3 to 5 consecutive letters alphabetically in whatever order presented.
68. Locates a story by finding the title in Table of Contents,
69. Shares experiences using complete sentences.
70. Copies a complete sentence, using capitalization and punctuation.
71. Writes an original complete sentence.
72. Writes given list of spelling words upon dictation.
73. Writes short vowels upon dictation.
74. Writes one-syllable words with short vowles either in original sentence or from dictation.
75. Recalls Basic Word List by flash cards, phrase cards, or in any context.
76. Observes punctuation marks and varies his voice accordingly.
77. Recognizes long vowel sounds and can make their sounds.
78. Uses phonetic skills to identify words containing consonant diagraphs.
79. Uses phonetic skills to identify words containing consonant blends.
80. Uses phonetic skills to identify words with long vowels.
81. Pronounces consonant diagraphs.
82. Pronounces blends.
83. Recognizes and pronounces words with "ing" endings on vocabulary list.
84. Reads complete story from reader and orally answers questions.
85. Relates orally the content of the story.
86. Reads readers with understanding and fluency.
87. Lists in order of occurrence the main events of a selection.
88. Uses content clues to identify unknown words.
89. Recognizes that a word may have more than one meaning.
90. Arranges a group of non-consecutive letters in order.
    Ex. ehangc   change
91. Uses the key in my little pictionary to find words.
92. Alphabetizes list of words.
93. Recalls orally a story in sequential order from supplementary readings.

94. Writes one-syllable words using long vowels, consonant diagraphs and blends either in original stories or from dictation.

95. Writes original stories using two or more sentences.

96. Writes a given sentence containing list of spelling words upon dictation.

SAN DIEGO QUICK ASSESSMENT TEST

Purpose: 1. To determine a reading level

2. To detect errors in word analysis

Scoring: Two errors indicate instructional level.

Three errors indicate the level is too difficult.

Words were drawn randomly from the basal reading glossaries and from the Thorndike list.

Pre-Primer	Primer	First
1. see	1. you	1. road
2. play	2. come	2. live
3. me	3. not	3. thank
4. at	4. with	4. when
5. run	5. jump	5. bigger
6. go	6. help	6. how
7. and	7. is	7. always
8. look	8. work	8. night
9. can	9. are	9. spring
10. here	10. this	10. today

Second

1. our
2. please
3. myself
4. town
5. early
6. send
7. wide
8. believe
9. quietly
10. carefully

Third

1. city
2. middle
3. moment
4. frightened
5. exclaimed
6. several
7. lonely
8. drew
9. since
10. straight

Fourth

1. decided
2. served
3. amazed
4. silent
5. wrecked
6. improved
7. certainly
8. entered
9. realized
10. interrupted

Fifth

1. scanty
2. certainly
3. develop
4. considered
5. discussed
6. behaved
7. splendid
8. acquainted
9. escaped
10. grin

Sixth

1. bridge
2. commercial
3. abolish
4. trucker
5. apparatus
6. elementary
7. comment
8. necessity
9. gallery
10. relativity

As given by Edward Dolch in his text
Psychology and Teaching of Reading.
Champaign, Illinois: Garrard Press, 1951.

DOLCH BASIC SIGHT VOCABULARY CHECKLIST

See p. 3 for directions.

1___ a ___________
2___ up ___________
3___ is ___________
4___ run ___________
5___ yes ___________
6___ his ___________
7___ ride ___________
8___ what ___________
9___ funny ___________
10___ always ___________
11___ I ___________
12___ too ___________
13___ and ___________
14___ into ___________
15___ she ___________
16___ to ___________
17___ the ___________
18___ in ___________
19___ two ___________
20___ blue ___________
21___ he ___________
22___ go ___________
23___ yellow ___________
24___ we ___________
25___ you ___________
26___ big ___________
27___ red ___________
28___ jump ___________
29___ it ___________
30___ play ___________
31___ down ___________
32___ for ___________
33___ old ___________
34___ me ___________
35___ look ___________
36___ can ___________
37___ good ___________
38___ brown ___________
39___ six ___________
40___ today ___________
41___ not ___________
42___ little ___________
43___ one ___________
44___ black ___________
45___ my ___________
46___ at ___________
47___ so ___________
48___ by ___________
49___ all ___________
50___ do ___________
51___ are ___________
52___ him ___________
53___ on ___________
54___ green ___________
55___ her ___________
56___ eat ___________
57___ four ___________
58___ said ___________
59___ away ___________
60___ they ___________
61___ going ___________
62___ did ___________
63___ who ___________
64___ like ___________
65___ that ___________
66___ come ___________
67___ had ___________
68___ saw ___________
69___ no ___________
70___ long ___________
71___ three ___________
72___ around ___________
73___ this ___________
74___ was ___________
75___ just ___________

BASIC SIGHT VOCABULARY - 2

76___ ten ___________
77___ get ___________
78___ if ___________
79___ soon ___________
80___ its ___________
81___ from ___________
82___ some ___________
83___ fly ___________
84___ then ___________
85___ out ___________
86___ as ___________
87___ under ___________
88___ before ___________
89___ walk ___________
90___ stop ___________
91___ be ___________
92___ make ___________
93___ your ___________
94___ help ___________
95___ call ___________
96___ here ___________
97___ sleep ___________
98___ cold ___________
99___ will ___________
100___ pretty ___________

101___ them ___________
102___ round ___________
103___ when ___________
104___ am ___________
105___ put ___________
106___ white ___________
107___ take ___________
108___ of ___________
109___ say ___________
110___ or ___________
111___ ran ___________
112___ work ___________
113___ with ___________
114___ there ___________
115___ about ___________
116___ sing ___________
117___ after ___________
118___ must ___________
119___ ask ___________
120___ five ___________
121___ myself ___________
122___ over ___________
123___ out ___________
124___ let ___________
125___ again ___________

126___ new ___________
127___ well ___________
128___ have ___________
129___ keep ___________
130___ drink ___________
131___ how ___________
132___ sit ___________
133___ made ___________
134___ want ___________
135___ has ___________
136___ seven ___________
137___ right ___________
138___ why ___________
139___ please ___________
140___ upon ___________
141___ give ___________
142___ once ___________
143___ together ___________
144___ us ___________
145___ tell ___________
146___ ate ___________
147___ where ___________
148___ many ___________
149___ laugh ___________
150___ warm ___________

BASIC SIGHT VOCABULARY - 3

151___ live __________
152___ now __________
153___ came __________
154___ buy __________
155___ very __________
156___ hold __________
157___ would __________
158___ open __________
159___ hot __________
160___ light __________
161___ their __________
162___ pull __________
163___ may __________
164___ goes __________
165___ small __________
166___ find __________
167___ could __________
168___ think __________
169___ fall __________
170___ read __________
171___ far __________
172___ were __________
173___ best __________
174___ found __________
175___ grow __________
176___ because __________
177___ fast __________
178___ off __________
179___ draw __________
180___ bring __________
181___ got __________
182___ much __________
183___ does __________
184___ show __________
185___ any __________
186___ try __________
187___ kind __________
188___ wish __________
189___ carry __________
190___ know __________
191___ only __________
192___ pick __________
193___ don't __________
194___ gave __________
195___ every __________
196___ which __________
197___ our __________
198___ thank __________
199___ went __________
200___ but __________
201___ clean __________
202___ been __________
203___ never __________
204___ those __________
205___ write __________
206___ first __________
207___ these __________
208___ both __________
209___ shall __________
210___ own __________
211___ hurt __________
212___ eight __________
213___ wash __________
214___ full __________
215___ use __________
216___ done __________
217___ start __________
218___ an __________
219___ bring __________

NO. ATTEMPTED__________
NO. CORRECT__________
% CORRECT__________

MARKING: Use "+" for correct and "-" for incorrect in blank in front of word. Use blank following word to note incorrect pronunciations by writing a phonetic fascimile of the response.

Appendix: Basic Math Skill Sequences

Basic Math Skill Sequences

A. Number Readiness

1. one to one correspondence
2. seriation or ordering
3. flexibility and reversibility
4. conservation

B. Arithmetic Vocabulary

1. same, equal, as much as
2. more than, greater, greatest, larger, largest, bigger, biggest, longer, longest
3. less than, fewer, fewest, smaller, smallest, shorter, shortest
4. enough, not enough, more than enough
5. left, right, above, below, up, down, next to, between
6. putting together, add, plus
7. take apart, subtract, take away, minus
8. How many is all? How many are left? How many are needed?
9. circle, square, rectangle, triangle
10. point, line, curved line, straight line, pattern

C. Whole Numbers

1. cardinal numbers: concept, counting and writing
    a. zero
    b. one through ten
    c. numbers above ten
2. skip counting
    a. by two's
    b. by five's
    c. by ten's

D. Operation on Whole Numbers

1. Addition
    a. union sets
    b. addition involving objects
    c. addition involving two addends under 10, sums under 10, e.g., 3+5=8
    d. addition involving two addends under 10, sums under 20, e.g., 9+4=13
    e. addition involving two-placed addends, no carrying (or regrouping), e.g., 14+22=36
    f. addition involving two-placed addends carrying in the one's place, e.g. 14+29=43
    g. addition involving three-place or more addends, carrying in one or more places, e.g., 295+78=375
    h. addition involving more than two addends, e.g., 4+82+20+137=243
    i. solves word problems using addition

2. Subtraction

a. inverse of addition
b. subtraction with objects
c. subtraction with subtrahend less than 10, e.g., 9-5=4
d. subtraction with subtrahend less than 20, addends less than 10, e.g., 15-7=8
e. subtraction with two or three place minuend, one place subtrahend no borrowing (or regrouping), e.g., 28-4=24
f. subtraction with two or three place minuend, two or three place subtrahend, no borrowing, e.g., 172-131=41
g. subtraction with borrowing in the one's place, e.g., 73-8=65
h. subtraction with borrowing in the one's and ten's place, e.g., 245-168=77
i. subtraction with borrowing zero(s) in the minuend
j. subraction of any whole numbers
k. solves word problems using subtraction

3. Multiplication

a. repeated addition
b. multiplication with each factor less than 10. e.g., 4x8=32
c. multiplication with one two-digit factor, no carrying, e.g., 12x4=48
d. multiplication with one two-digit factor, carrying, e.g., 15x7=105
e. multiplication with two or more digit factors, no carrying, e.g., 12x14=168
f. multiplication with two or more digit factors, carrying, e.g., 12x36=432
g. multiple multiplication, no two-digit factors or carrying, e.g., 3x2x7=42
h. multiple multiplication with two-digit factors and carrying, e.g., 13x22x7=2002
i. multiples of ten as a factor, e.g., 11x70=770
j. solves word problems using multiplication

4. Division

a. partitioning into equivalent sets
b. inverse of multiplication
c. division with divisor and quotient less than ten, e.g., 15÷5=3
d. division with one place divisor, no borrowing, no remainder, e.g., 246÷2=123
e. division with one place divisor, borrowing, no remainder, e.g., 796÷4=199
f. division with one place divisor, borrowing, remainder, e.g., 1735÷3=578 R2
g. division with two or more placed divisor, borrowing, remainder, e.g., 4996÷128=39 R4
h. division with divisor or multiples of ten, e.g., 1792÷300=5 R292
i. solves word problems using division

5. Fractions

a. geometric figures
b. recognizing fractional parts
c. addition

1. addition of like fractions (same denominator), e.g., 1/5 + 2/5 = 3/5
2. addition of unlike fractions (unequal denominator), e.g., 1/3 + 1/4 = 7/12
3. addition of decimal fractions, e.g., .25 + .625 = 875

d. subtraction

1. subtraction of like fractions, e.g., 3/4 - 1/4 = 2/4
2. subtraction of unlike fractions, e.g., 3/4 - 1/2 = 1/4
3. subtraction of decimal fractions, e.g., .875 - 625 = 25

e. multiplication

1. multiplication of a fraction by its inverse yields one, e.g., 4/1 x 1/4 = 4/4 or 1
2. multiplication of like or unlike fractions, e.g., 1/3 x 1/4 = 1/12
3. multiplication of decimal fractions, e.g., .75 x .5 = .375
4. multiplication of fractions with multiples of 10 as a factor, e.g., 3/10 x 20 = 6.

f. division

1. division of like and unlike fractions, e.g., 1/4 ÷ 1/2 = 1/2
2. division of decimal fractions, e.g., 62.5 ÷ 5 = 121
3. division of multiples of ten , e.g., 1/2 ÷ 1/10 = 5

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ACTIVITY BOOKLET

II. Communication

A. Receptive

ANOTHER GLRS
TEACHER SUPPORT SERVICE

RESOURCE GUIDE
TO
APPLIED BASIC SKILLS

BY: CENTER FOR EDUCATIONAL IMPROVEMENT
AND
NORTHEAST GEORGIA CESA
WINTERVILLE, GEORGIA

II. Communication

- A. Receptive
  - 2. Written
    - a. Decoding Tests
      - (1) Configuration Clues

Skill Category: Configuration Clues

Flow Chart Code: Primary
II.A.2.d.(1)

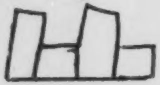
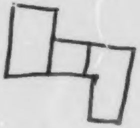
Behavior: Recognizes the shape of individual letters of alphabet.

Primary Activity	Elementary-Middle	Secondary Activity
Show the letters to the class and explain how the letters look. Tell the class about the length and width of letters. Prepare ditto sheets. Ask students to trace these letters. Give students ditto sheets and ask students to make groups of letters like the first letter on each row.	Same as Primary	Same as Primary

Skill Category: Configuration Clues

Flow Chart Code: Primary II.A.2.a.(2)

Behavior: Uses the outline shape of the word to help in decoding.

Primary Activity	Elementary-Middle	Secondary Activity
Have students make own word cards and to look for the different shapes of letters. Have students use colored crayons to outline the different shapes such as look and you dog cage jump. Outline the names of pupils as John. Using regular size spools for short letters and 2 regular size spools for tall letters.	Outline the shapes of own names and names of others. Prepare ditto sheets of outlined boxes and a word list. Ask the students to fit the words in the boxes. Ex.: 1. John, 2. dog.  	Find words in the list that would have the same configuration.

Skill Category: Configuration Clues   Flow Chart Code: Primary II.A.2.a.(3)

Behavior: Uses number of letters in the word to help decode.

Primary Activity	Elementary-Middle	Secondary Activity
Prepare ditto sheets with word list and number squares. Color code squares to represent letters in words. Have students match correct word in the correct square or squares. Make puzzles of squares, and let the students fill in with the correct words.	Same as Primary	

Skill Category: Configuration Clues

Flow Chart Code: Primary II.A.2.a.(5)

Behavior: Uses the exact position of the letters of the word to decode.

Primary Activity	Elementary-Middle	Secondary Activity
Have students to find and cut pictures to show and tell what letters these pictures begin and end with. Prepare a ditto sheet with pictures and words with missing letters. Ask the students to fill in the blanks with missing letters.	Same as Primary	

Primary

Skill Category: Configuration Clues Flow Chart Code: II.A.2.a.(6)

Behavior: Uses all above clues together to help decode the word.

Primary Activity	Elementary-Middle	Secondary Activity
Combine and use all the games, puzzles, ditto sheets, and activities from the Activity Cards 1-5.	Same as Primary	

Skill Category: Using Picture Clues

Flow Chart Code: Primary
II.A.2.a.(2)
# 1

Behavior: Reads pictures by telling details of the pictures.

Primary Activity	Elementary-Middle	Secondary Activity
Show the child a picture. Ask what is picture about; number of objects number of people what are people doing, etc. Ask child to tell what is happening in the picture. Question re explicit details.		

Skill Category: Using Picture Clues

Flow Chart Code: Primary
II.A.2.a.(2)
# 2

Behavior: Interprets clues by associating the printed word with the picture and spoken word.

Primary Activity	Elementary-Middle	Secondary Activity
Give the child word cards and pictures meaning the same. Ask child to match word with picture. Do same to match picture with word teacher says. See if child realizes relationship of picture on page of reading book to words: ask him to point to word on page that means something in picture (Dog to dog in words).		

Skill Category: Using Picture Clues

Flow Chart Code: Middle
II.A.2.a.(2)
# 1

Behavior:

Primary Activity	Elementary-Middle	Secondary Activity
Picture read from magazine ads. Ask various questions to determine what is happening or Pantomine simple activities and let child describe details.	Using magazine ads and newspaper pictures, let students answer prepared questions regarding details of each.	

Skill Category: Configuration Clues

Primary
Flow Chart Code: II.A.2.a.(4)

Behavior: Uses the letter content of words (which letters) to decode.

Primary Activity	Elementary-Middle	Secondary Activity
Have student to cut and collect pictures. Place in a box. Ask students to tell the letters that they hear in the picture words. Ex.: cup, car, ball, doll, pencil, apple, egg, girl, etc.	Same as the Primary	

II. Communication

A. Receptive

2. Written

a. Decoding Tests

(2) Picture Clues

Skill Category: Using Picture Clues

Flow Chart Code: Elementary II.A.2.a.(2) # 1

Behavior: Interprets picture clues before and after reading to help get the main idea of the story.

Primary Activity	Elementary-Middle	Secondary Activity
	From a reading book with pictures in each story, ask the child to tell the main idea of the story, as suggested by picture. Given 10 pictures clipped from old readers, ask the child to say a sentence telling an important idea.	

Skill Category: Using Picture Clues

Flow Chart Code: Secondary
II.A.2.a.(2)
# 2

Behavior: Interprets pictures in billboard signs and other advertisements to gain clues.

Primary Activity

Look and Tell - Show students pictures and have them tell what the picture says to them.
Teacher make ditto sheets of uncolored billboard signs, and advertisements for students to color and label correctly.
Example:
stop
go
slow
school, etc.

Elementary-Middle

Look and Tell - Let the students choose pictures that they can tell what is going on in the pictures. Examples:
Book Week
My Favorite Pet
Book Fair
Lunch Menus, etc.

Secondary Activity

Look and Tell - Have students to draw and color pictures to tell about signs and other advertisements. Examples: To show
Bake sale
car wash
parties
trips
programs
ballgames
plays, etc.

II. Communication

- A. Receptive
  - 2. Written
    - a. Decoding Tests
      - (3) Phonics

Skill Category: Phonics

Flow Chart Code: II.A.2.a.(3)
# 1-6, 53, 72-73

Behavior: Initial consonant sounds.

Primary Activity
(Practice)

1. Give child old magazines and scissors. Tell him to cut out pictures of objects that begin with the same sound as a given word.
2. After child has found pictures, have him say the name of each object aloud and listen for the given initial sound as he says the words.

Elementary-Middle
(Practice)

1. "I Spy" Teacher finds an object in the room that begins with a given sound. She says to the class "I spy something that begins with the ___ sound."
2. Children look around the room and try to guess the object that the teacher is thinking of.

Secondary Activity
(Practice)

1. Give students scissors, old magazines, glue, varnish and posterboard.
2. Tell students to cut out pictures of objects that begin with a given sound.
3. Students will take their pictures, arrange and glue them into a collage and varnish it.

Skill Category: Phonics

Flow Chart Code: II.A.2.a.(3)
# 19-32, 83

Behavior: Final consonant sounds.

Primary Activity (Practice)	Elementary-Middle (Practice)	Secondary Activity (Practice)
1. Phonics game - the board has letters on it. 2. The child rolls dice to move. 3. He must say the sound the letter makes and give a word that ends with that sound.	1. Game board with pictures cut from magazines that have easily identifable final consonant sounds. 2. Student lands on picture and says what word it is and must give final consonant sound to stay on the space.	1. A target is made from cardboard with final consonant sounds printed in the squares. 2. Student throws dart and must say word ending in that sound. 3. Points are given and scored for correct answers.

Skill Category: Phonics

Flow Chart Code: II.A.2.a.(3)
33-37, 45, 104

Behavior: Short vowel sounds.

Primary Activity (Practice)

1. Teacher will read a list of words, some of them containing a short vowel sound that the students have learned.
2. Teacher will instruct the students to clap their hands when the teacher reads the word containing the short vowel sound she has told them to listen for.

Elementary-Middle (Practice)

1. Teacher will construct a ring toss game in which there are 5 targets, each one having a vowel sound written beside it (a, e, i, o, u).
2. Students are given 5 rings to throw at the target.
3. When the students ring lands around a target, he must think of a word containing the short vowel sound written on the target he landed on in order to get his points.

Secondary Activity (Practice)

1. Teacher chooses a short vowel sound to work with.
2. Students sit in a circle.
3. Teacher says a sentence like "I went to the store and bought a/an ________". Students must take turns going around the circle naming a word that contains the given short vowel sound that would fit in the blank.

Skill Category: Phonics

Flow Chart Code: II.A.2.a.(3)
# 38-42, 45

Behavior: Long vowel sounds.

Primary Activity
(Practice)

1. Wooden or styrofoam block with one vowel on each face and on 6th face write all vowels.

$\boxed{a}$ $\boxed{e}$ $\boxed{i}$ $\boxed{o}$ $\boxed{u}$ $\boxed{aeiou}$

2. Student rolls block and must give word with that long vowel sound in it.
3. Points are given for each correct answer. The sixth face with all vowels is worth more points.

Elementary-Middle
(Practice)

1. Throw board made of plywood or durable material. Use animal face for target. Cut out holes for the 5 vowels.
2. The hole the student throws the bean bag through is the vowel he needs to use in a word.
3. Points are given for correct answers.

Secondary Activity
(Practice)

1. Scavenger hunt.
2. Student must find 5 different objects around the school ground for each long vowel sound, collecting 25 items in all.
3. He must then present objects and identify each according to sound.

Skill Category: Phonics

Flow Chart Code: II.A.2.a.(3)
# 43,44,47,48,
76,77,78,80,
102,106,108

Behavior: Vowel combinations (regular and irregular).

Primary Activity
(Practice)

1. After teacher has introduced vowel combination, she passes out cards having an initial consonant written on it, followed by a blank. Ex.:

c________

2. Students must fill in the blank with the vowel combination and read the word.

Elementary-Middle
(Practice)

1. Given a particular vowel combination, the students will look through an old newspaper or magazine and find a word that has that particular vowel combination in it.
2. He will cut out the whole sentence and ask the teacher to tell him what the sentence says (if he cannot read it).
3. Student will read his sentence to the class and have them spot the word that contains the vowel combination.

Secondary Activity
(Practice)

Same as middle school.

Skill Category: Phonics

Flow Chart Code: II.A.2.a.(3)
54-66

Behavior: Initial blends.

Primary Activity
(Practice)

1. Make cards with ending sound on them. Put them on a ring. Place blending sound on top of these as child flips cards of blends says word.

ot

sp

st

bl

cl

tr

Elementary-Middle
(Practice)

Same as primary.

Secondary Activity
(Practice)

1. Make a word file box or notebook with words beginning with the blends.
2. Student can illustrate each word if feasible.

Skill Category: Phonics

Flow Chart Code: II.A.2.a.(3)
17-18, 68-71, 79, 82, 87, 99-101

Behavior: Initial diagraphs (or medial diagraphs) (or final final diagraphs).

Primary Activity
(Practice)

1. Teacher gives students a gameboard containing pictures of objects that begin with a consonant diagraph.
2. When the student lands on the picture, he must say the word and state the initial diagraph sound.

Elementary-Middle
(Practice)

1. Students and teacher sit in a circle and clap hands in a rhythmic pattern.
2. One student is chosen to say a word beginning with an initial diagraph.
3. Students take turns going around the circle with each student saying a word that begins with the diagraph. When a student cannot think of a word while keeping rhythm, he is out.

Secondary Activity
(Practice)

1. Teacher gives half the students an initial diagraph card. The other half is given a card containing letters that can follow the initial diagraph and make a word.
2. Students must walk around and find the person who has the card which will be paired with his own to make a word.

ch   op

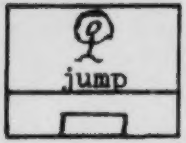
Skill Category: Phonics

Flow Chart Code: II.A.2.a.(3)
# 84-86, 94-96

Behavior: Final blends.

Primary Activity
(Practice)

1. Picture chart with pictures and word written underneath picture. Also pocket beneath pictures.



2. Flash cards to go into different pockets.
3. Students place flash card into appropriate pocket and say word.

Elementary-Middle
(Practice)

1. Final blend bingo.
2. Divide card into spaces leaving center space open for a picture. Write the sounds in each space.
3. The teacher calls out a word and the student covers the appropriate sound, such as sink and student covers nk.

Secondary Activity
(Practice)

1. Crossword puzzles that utilize the final blends.

	1			2			
1.	s	i	n	k			
	e			i			
	n			n			
	t			d	e	n	t

Skill Category: Phonics

Behavior: Phonetic parts.

Flow Chart Code: II.A.2.a.(3)
# 67, 81, 88,
89, 90, 105

Primary Activity

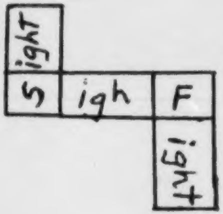
1. Teacher chooses a phonetic part such as "igh", "ight", "sh", etc. and writes it on the board.
2. Each student is given a consonant or consonant blend to write at the beginning of each word part written on the board.
3. Student will write the initial letter or letters in front of the phonetic part and state the word that it becomes.

Elementary-Middle

Same as primary.

Secondary Activity

1. Make "dominoes" containing an initial sound on one half, and a phonetic part on the other.
2. Have students take 7 dominoes each and take turns lining them up to form words.



Skill Category: Phonics

Flow Chart Code: II.A.2.a.(3)
# 74-75, 97-98

Behavior: Hard c, soft c, hard g, soft g.

Primary Activity	Elementary-Middle	Secondary Activity
1. Teacher will read a list of words beginning with either a hard or soft c. 2. If the word begins with a hard c, have the children clap their hands, if the word begins with a soft c, have them snap their fingers.	1. Present students with various words beginning with "c". 2. Have students sound out words using both the soft and hard "c" sounds. 3. Let students decide which sound is appropriate to the word according to how it sounds. (Same for hard, soft g)	Same as Middle school.

Skill Category: Phonics

Flow Chart Code: II.A.2.a.(3)
49-52, 93

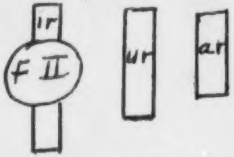
Behavior: Murmur dipthongs.

Primary Activity
(Practice)

1. Game board with pictures of words containing dipthongs on words themselves if pictures unavailable.
2. Child must say word to stay on space.
3. First one to reach end is winner.

Elementary-Middle
(Practice)

1. Use tachiscope with murmur dipthong to be inserted.
2. Have the various words printed on the cards and slide the dipthong through.



Secondary Activity
(Practice)

1. Same as middle school activity. Word difficulty at higher level.

Skill Category: Phonics

Flow Chart Code: II.A.2.a.(3)
# 103

Behavior: Silent H.

Primary Activity	Elementary-Middle	Secondary Activity
Use as sight word activity.		

II. Communication

A. Receptive

2. Written

a. Decoding Tests

(4) Word Analysis

Skill Category: Word Analysis

Flow Chart Code: Elementary
II.A.2.a.(4)
# 1

Behavior: Noun form 's'.

Primary Activity
Elementary-Middle
Secondary Activity

State Rule

Make a list of singular nouns such as dog, cat, duck, etc. in one column. Have the children fill in the right column with the plural form.

dog/dogs
cat/cats

Make name tags of singular nouns and distribute to class. Also give them a card with the same noun in the plural form. Call out a noun and have that person go up to the form. Let the child at the front tell what the plural form is and then the child with the correct card will come up. They must spell both forms correctly.

Skill Category: Word Analysis

Flow Chart Code: Elementary II.A.2.a.(6) # 2

Behavior: Noun form 'es'.

Primary Activity | Elementary-Middle | Secondary Activity

State Rule - any words ending in s, ss, ch, sh, or x takes es to make it plural.

Have a box with words needing es and s endings. On either side of the box have the ending s, es. Have kids draw a word from the box and choose the right ending for it; if they are right they can choose the next person to come up.

Skill Category: Word Analysis

Flow Chart Code: Elementary
II.A.2.a.(6)(3)
# 3, 4, 5

Behavior: Verb form 's', 'ed', 'ing'.

Primary Activity | Elementary-Middle | Secondary Activity

Assuming word families have been taught, you can place in a box a variety of cards that have verbs with different ending. Have children write sentences with these.

Also have placed on a table, worksheets with sentences that need a certain verb ending, such as, "Yesterday the dog __________ at me."

bark
barking
barked

You can use the same type of activity for each ending. (Can be a learning center activity)

Skill Category: Word Analysis

Flow Chart Code: Elementary
II.A.3.a.(6)
# 6

Behavior: Compound words.

Primary Activity	Elementary-Middle	Secondary Activity

Flannel board activity. Make 20 4" squares of tagboard. Use these to make 10 pairs of cards, each showing one part of a compound word. Paste sandpaper to back. Have children place the pair of pictures side by side on board to show the words they have found. Can also use the words themselves.

Skill Category: Word Analysis

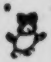
Flow Chart Code: Elementary II.A.2.a.(6) # 7

Behavior: Rhyming words.

Primary Activity

Elementary-Middle

Secondary Activity

Draw squares on blackboard and illustrate two rhyming words. Label one and leave one blank. Ask the children how to spell the first ( bear).

Then ask who can spell the second one (pear). Ask which letter is different. Which letters are the same?

Write a list of words on the board and on the other side scramble up words that rhyme with the first list. Ask children to match or find words that rhyme.

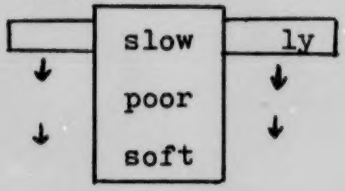
Skill Category: Word Analysis

Flow Chart Code: Elementary II.A.2.a.(6) # 8

Behavior: Adverbial suffix 'ly'.

Primary Activity | Elementary-Middle | Secondary Activity

Cut two strips of cardboard about 3" or 4" wide. Cut one 12" long and one 6" long. Put adverbs such as slow, soft, etc. on one card going down the strip. Put two slits in the other strips so it will slide down the first card. The second card should have 'ly' written on it.



Elementary

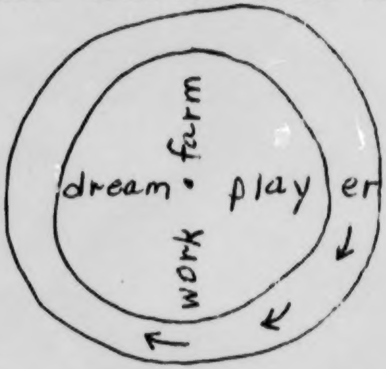
Skill Category: Word Analysis

Flow Chart Code: II.A.2.a.(6)
9

Behavior: Noun suffix 'er'.

Primary Activity | Elementary-Middle | Secondary Activity

Make a wheel with verbs like farm, work, play, dream, sing. Let each child make a wheel and write sentences with both forms of the word.



Role playing. Have child select one of these things to be and act it out. Let them guess what it is. The answer must have both forms (farm-farmer) (work-worker). "You can dance. You are a dancer."

Skill Category: Word Analysis

Flow Chart Code: Elementary
II.A.2.a.(6)
# 10

Behavior: Possessive form 's'.

Primary Activity	Elementary-Middle	Secondary Activity

Give one child in the class a piece of paper and say, "Who's paper is this?" After the answer, say, "This is Karen's paper."

Elementary

Skill Category: Word Analysis

Flow Chart Code: II.A.2.a.(6)
11,12

Behavior: Adjective form 'er', 'est'.

Primary Activity | Elementary-Middle | Secondary Activity

Cut pairs of tagboard 2" x 6". On one strip write a root word. After it, cut two horizontal slits 2-1/4" long, on the second strip write endings which could be added (er, est). Put second strips through slits in first strip.

Skill Category: Word Analysis

Flow Chart Code: Elementary
II.A.2.a.(4)
# 13

Behavior: Prefix 'un'.

Primary Activity	Elementary-Middle	Secondary Activity
See activity # 14.		

Skill Category: Word Analysis

Flow Chart Code: Elementary
II.A.2.a.(6)
# 14

Behavior: Prefix 're'.

Primary Activity

Elementary-Middle

Secondary Activity

First, need to teach meaning of common prefixes. List several prefixes on the board and opposite them put a list of words that can be used with them. Have children draw a line from a prefix to another word to find meaning. If he is correct, he chooses next child. Teams can be formed, but not necessary. Also write sentences such as: 1. The front door is locked.
I __________ the door and went in.

Skill Category: Word Analysis

Flow Chart Code: Elementary
II.A.2.a.(6)
# 15

Behavior: Prefix 'dis'.

Primary Activity	Elementary-Middle	Secondary Activity
See activity # 14.		

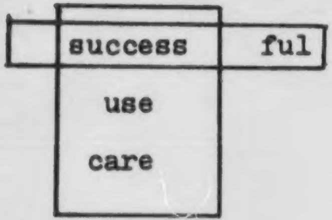
Skill Category: Word Analysis

Flow Chart Code: Elementary
II.A.2.a.(6)
# 16,17,18,19

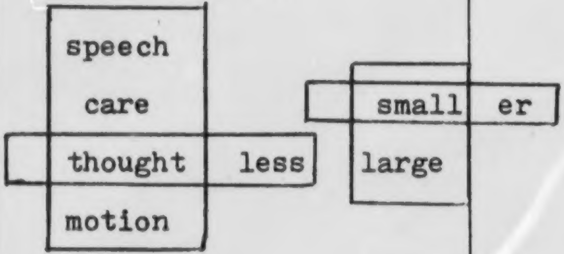
Behavior: Suffix (ful, less, ness, er) (and others).

Primary Activity

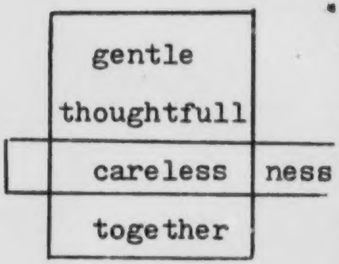
Make slides for all four of these suffixes.


success
ful
use
care

Elementary-Middle


speech
care
thought
less
motion
small
er
large

Secondary Activity


gentle
thoughtfull
careless
ness
together

Skill Category: Word Analysis

Flow Chart Code: Elementary
II.A.2.a.(6)
# 20

Behavior: Suffix 'th'.

Primary Activity	Elementary-Middle	Secondary Activity

Used with numbers. Write 4th (fourth), fifth, sixth, etc. on the board and read the numbers with the children. Ask them to use the numbers in a sentence. I am the fourth person here. Let them line and make tags for themselves to show which numbers have this suffix.

Skill Category: Word Analysis

Flow Chart Code: Elementary
II.A.2.a.(6)
# 21, 22

Behavior: Verb form 'n', and 'en'.

Primary Activity | Elementary-Middle | Secondary Activity

('n' is added to verbs that have an 'e' at the end)

Have each child pick a partner. Give each child a large card and a straight pin. The cards have words on them. Partners will have 'partner' words. The partners come to the front of the room and perform a short play, enacting their words.

Partner words

take - taken
broke - broken
write - written
spoke - spoken
eat - eaten

Play examples

1. "You broke my glass."
"No, it was already broken."
Act out the sentences

Skill Category: Word Analysis

Flow Chart Code: Elementary
II.A.2.a.(6)
# 23

Behavior: Contractions.

Primary Activity | Elementary-Middle | Secondary Activity

Put a chart of common contractions on the board and the words they stand for. Discuss each one. Ask the children to close their eyes and tell you the contraction for "do not", "can not", etc. Then let them make up their own set of flash cards to study with a friend or by themselves. For practice, write sentences on the board that they must change to contractions.

Skill Category: Word Analysis
Behavior: Syllables

Flow Chart Code: Elementary
II.A.2.a.(6)
# 24

Primary Activity | Elementary-Middle | Secondary Activity

Tell the class that a word has as many syllables as it has vowel sounds (some vowels are silent). Name several words that do not have complicated rules and ask the children to clap their hands each time they hear a vowel sound in the word. Example: log (1 clap), window (2 claps), etc. Then ask children to do this with their reading words. Have children find the vowels they hear in those words on paper.

Also make flash cards with number of syllables on back.

Skill Category: Word Analysis

Flow Chart Code: Elementary
II.A.2.a.(6)
# 25

Behavior: Accent marks (two syllable words).

Primary Activity

Elementary-Middle

Secondary Activity

Choose a list of words that have only two syllables and tell the children that we are going to "clap" out the sounds but that the loudest clap should be where the accent mark is placed. Example: Ta'lile
(Say the word first) (loud) (soft)

The loudest clap should be on the first syllable. Do several of these and make into a game and see who will clap loud and soft when they are supposed to.

Skill Category: Word Analysis

Flow Chart Code: Elementary II.A.2.a.(6) # 26

Behavior: Noun form 'y'.

Primary Activity | Elementary-Middle | Secondary Activity

(Changes part of speech).
Use this as a practice activity, boardwork, or oral language activity.

Make sentences that need the last word filled in with a noun form 'y' word.
Examples:

1. The baseball player has good luck. He is very ________. (lucky)
2. The man spoke at great length. His speech was ________. (lengthy)
3. This place gives me the spooks. This place is ________. (spooky)
4. He is a real sneak. He is a ________ person. (sneaky)

Skill Category: Word Analysis

Flow Chart Code: Elementary
II.A.2.a.(6)
# 27

Behavior: Noun plural '(i)es'.

Primary Activity | Elementary-Middle | Secondary Activity

Choose a list of words to discuss with the children where you change the 'y' to 'i' and add 'es'. Talk about the rule.

pony - ponies
party - parties
candy - candies
bakery - bakeries

Make flash cards with the singular form on one side and the plural form on the other.

Skill Category: Word Analysis

Flow Chart Code: Elementary
II.A.2.a.(6)
# 28, 29, 30

Behavior: Verb form 'y', '(i)es', '(i)ed'.

Primary Activity	Elementary-Middle	Secondary Activity

Give example of verbs that change by changing the ending. Divide a paper or board into columns and put the word "cry". Change to "cries", "cried", "crying". Conjugate several words to show how some words ending in "y" change to "i" ending before adding an ending.

Skill Category: Word Analysis

Flow Chart Code: Elementary
II.A.2.a.(6)
# 31

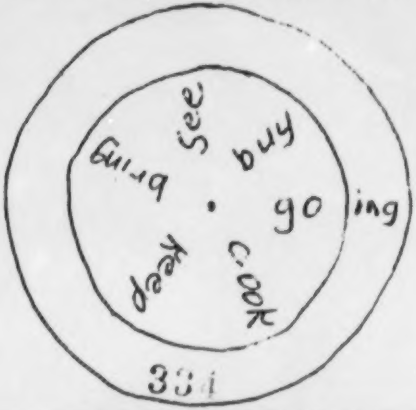
Behavior: Verb form 'ing'.

Primary Activity

Elementary-Middle

Secondary Activity

Make a wheel disc with one circle smaller than the other. Use paper fastener to connect. The inside wheel should have verbs like go, bring, buy, see, rain, etc. Say these are some words that you change by adding 'ing'. Let the children use the wheel to see how you change a verb by adding 'ing'. Let them say the words and make their own wheel using words you have provided.



II. Communication

A. Receptive

2. Written

a. Decoding Tests

(5) Linguistics

Skill Category: Linguistic Flow Chart Code: II.A.2.a.(5)

Behavior: Uses word families to decode words.

Primary Activity	Elementary-Middle	Secondary Activity

Pre-Test

Give the child 3 words with same ending on a card.

Ask student to tell how words are alike (ending).

Ask student what the sound of the ending is.

If unknown, continue with teaching the ending.

Skill Category: Linguistic Flow Chart Code: II.A.2.a.(5)

Behavior: Uses word families to decode

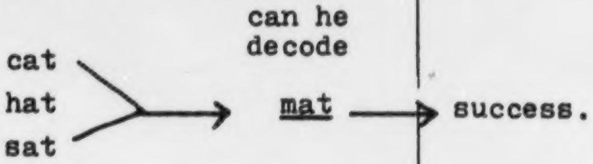
Primary Activity	Elementary-Middle	Secondary Activity

Introduction Activity

Show the student three words with ending.

Tell him the sound of ending.

Show an unknown word with ending, and ask him to derive unknown new word.


can he decode
cat
hat
sat
mat
success.

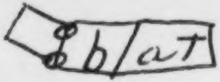
Skill Category: Linguistic Flow Chart Code: II.A.2.a.(5)

Behavior: Uses word families to decode words.

Primary Activity	Elementary-Middle	Secondary Activity

Practice Activity

Make a flip chart to show different beginning to fit with ending.



Ask students to say whole word shown on chart.

Skill Category: Linguistic　　Flow Chart Code: II.A.2.a.(5)

Behavior: Uses word families to decode words.

Primary Activity	Elementary-Middle	Secondary Activity

Practice Activity

One child says beginning sound. Other says rhyming ending. Both say whole word.

"b",	"at",	"bat"

Skill Category: Linguistic Flow Chart Code: II.A.2.a.(5)

Behavior: Uses word families to decode words.

Primary Activity	Elementary-Middle	Secondary Activity

Post-Test (Mastery)

Worksheet. Tell child to write word and see if child can make new words with same ending.

Ask child to say words he made.

Skill Category: Linguistic

Flow Chart Code: II.A.2.a.(5)

Behavior: Uses word families to decode words.

Primary Activity	Elementary-Middle	Secondary Activity
Over-Learning Game: Bingo game with words of already taught endings. or Matching: Which words on these cards are members of the same family? (Prepare cards in advance.)		

Skill Category: Linguistics　　Flow Chart Code: II.A.2.a.(5)

Behavior: Uses word families to decode words.

Primary Activity	Elementary-Middle	Secondary Activity

Application

The child is able to decode unknown word in previously taught family.

Draw houses with word family ending on roof. Make word cards with words ending with the family, made with flannel backs. Let student show which house each word lives in, according to endings.

II. Communication

A. Receptive

2. Written

a. Decoding Tests

(6) Sight Words

Skill Category: Sight Words

Flow Chart Code: II.A.2.a.(6)

Behavior: Uses sight words to read.

Primary Activity	Elementary-Middle	Secondary Activity

Pre-Test Activity:

Present student with flash card. If the student can read the card, the word should be considered part of his vocabulary.

Skill Category: Sight Words　　Flow Chart Code: II.A.2.a.(6)

Behavior: Uses sight words to read.

Primary Activity	Elementary-Middle	Secondary Activity
Introduction If the student cannot read the flash card, tell the student the word. Ask the student to repeat the word. (Check student's pronounciation.)		

Skill Category: Sight Words Flow Chart Code: II.A.2.a.(6)

Behavior: Uses sight words.

Primary Activity | Elementary-Middle | Secondary Activity

Practice activity

Ask the child to say a sentence containing the sight word, while the teacher writes the sentence. Underline the word.

Give the child the flashcard and ask him to point to the word in the sentence.

On adding machine tape, write the same sentence and ask child to cut out word from memory (without flashcard) and say word.

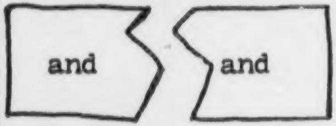
Skill Category: Sight Words Flow Chart Code: II.A.2.a.(6)

Behavior: Uses sight words.

Primary Activity | Elementary-Middle | Secondary Activity

Practice Game Activity

Make laminated puzzle cards with same sight word on each half to match. Words can be changed if water soluble marker is used.



Skill Category: Sight Words Flow Chart Code: II.A.2.a.(6)

Behavior: Uses sight words.

Primary Activity	Elementary-Middle	Secondary Activity

Practice Game Activity (over-learning also)

Concentration Game. Make laminated index card words to match in concentration game, based on sight words already taught.

Skill Category: Sight Words

Flow Chart Code: II.A.2.a.(6)

Behavior: Uses sight words.

Primary Activity	Elementary-Middle	Secondary Activity
Post-Test Again, show flash card and ask child to say word.		

Skill Category: Sight Words

Flow Chart Code: II.A.2.a.(6)

Behavior: Uses sight words.

Primary Activity	Elementary-Middle	Secondary Activity
Application Let child read new sight word in sentence context. Create a three line story to contain the new word several times. Ask child to read story. Ask child to point to new word.		

II. Communication

A. Receptive

2. Written

a. Decoding Tests

(7) Context Clues

Skill Category: Context Clues

Flow Chart Code: Elementary
II.A.2.a.(7)
# 1

Behavior: Interprets meaning of other words to clue unknown words.

Primary Activity | Elementary-Middle | Secondary Activity

Practice activity

In a given sentence with all words known, the child is presented with 3 words, to select most appropriate.

Let the child read sentences with last word missing, and guess what word is missing.

Skill Category: Context Clues

Flow Chart Code: Elementary
II.A.2.a.(7)
# 2

Behavior: Interprets position of unknown word as clue to its meaning.

Primary Activity	Elementary-Middle	Secondary Activity

Practice activity

Show student what "position of word" means.

Use various worksheets to show such position generalities as:

a. noun after the, a, an the (noun)
b. adjective before noun, or between a, an, the plus noun
(adj.) car or the (adj.) car
c. name or noun usually at first of sentence
d. verb (doing word) usually in middle of sentence.

(To help child guess type of word he is decoding)

Elementary
Skill Category: Context Clues　Flow Chart Code: II.A.2.a.(7)
# 3

Behavior: Interprets root-word cues for context clues.

Primary Activity	Elementary-Middle	Secondary Activity

__Practice activity__

Ask child root-word. If unknown, break word into parts to show child root-word portion. Then break root-word into sounds to help child use root-word for decoding.

Finding root words. From printed sources (magazines, newspapers), cut out words containing roots. Ask child to cut and paste root word plus endings.

Skill Category: Context Clues

Flow Chart Code: Elementary II.A.2.a.(7) #4

Behavior: Recognizes when an error spoils meaning and to reread to self-correct error.

Primary Activity	Elementary-Middle	Secondary Activity

Game: Make it fit:

Give a worksheet of sentences, each of which have one wrong word. Ask child to read aloud and say which word does not sound right. Ask child what word would make it right, then read sentence with correct word.

Skill Category: Context Clues

Flow Chart Code: Elementary
II.A.2.a.(7)
# 5

Behavior: Combines picture cues, position cues, phonic cues and morphemic cues to decode unknown words.

Primary Activity	Elementary-Middle	Secondary Activity

Post-Test

Devise an evaluative instrument based on activities in this skill category, as outlined before. Decide if student has successfully been able to use various types of context clues to decode words.

II. Communication

- A. Receptive
  - 2. Written
    - b. Comprehension

Flow Chart Code: Primary
II.A.2.b.
1

Skill Category: Comprehension

Behavior: Interprets phrases.

Primary Activity

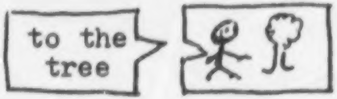
1. Make phrase cards.
   "To the house."
   "From the road."
   "Over the hill."
   etc.
2. Use paper dolls or cars to let child demonstrate the phrase.

Elementary-Middle

1. Prepare pictures on cards. Have three phrases beneath. Ask which phrase tells about the picture.
2. or Find picture to demonstrate phrase.

Secondary Activity

1. Prepare interesting pictures and phrase cards. Match together.
2. Prepare puzzles. Phrase on one half, picture on other half.



(laminate)

Skill Category: Comprehension

Primary
Flow Chart Code: II.A.2.b.
2

Behavior: Interprets simple sentences.

Primary Activity	Elementary-Middle	Secondary Activity
1. Play charades. Give simple sentence to act out. "Hit the ball." See if child can comprehend sentence.	1. Divide into teams. Write sentence on long paper. Cut into words, one word per child. Ask children to stand in order to words needed to make sentences.	1. Worksheet. Given a sentence, choose from three answers which answer means same.
2. Ditto sheet. Draw simple picture, choose correct sentence to be true.	2. Ditto. Unscramble words to make sentences.	

Skill Category: Comprehension

Flow Chart Code: Primary
II.A.2.b.
3

Behavior: Answers questions on the main idea.

Primary Activity	Elementary-Middle	Secondary Activity
1. By picture reading, tell us main idea of picture.	1. Given a paragraph, write a simple sentence to tell main idea.	1. Given a paragraph, choose which sentence is main idea.
2. Read simple paragraph and tell teacher main idea.	2. Match paragraph to main idea sentences. (Ditto or cards)	

Skill Category: Comprehension

Flow Chart Code: Primary
II.A.2.b.
4

Behavior: Answers questions about a detail.

Primary Activity	Elementary-Middle	Secondary Activity
1. Picture read to answer question about specific detail. 2. Given a simple paragraph, the child answers specific questions about detail.	1. Given a paragraph on ditto sheet, there are questions about details. 2. Ditto. Match answers on details to questions about a reading passage.	1. Ditto. Choose from three answers, answers to specific questions about a reading passage.

Skill Category: Comprehension

Flow Chart Code: Primary
II.A.2.b.
5

Behavior: Combines interpretation of picture and text.

Primary Activity	Elementary-Middle	Secondary Activity
1. Prepare pictures and sentences on strips of paper. Let child match pictures and sentences to show interpretation. 2. Do same with pictures and paragraphs. (Color code on back for self-correcting).	1. Using short stories, and set of pictures, let child match pictures to stories.	1. Match set of pictures from newspapers or magazines to the article which accompanied it.

Skill Category: Comprehension

Flow Chart Code: Primary
II.A.2.b.
6

Behavior: Retells details in own words.

Primary Activity	Elementary-Middle	Secondary Activity
1. Picture reading. Look at picture and recount details: 1) while looking 2) while book is closed. 2. Read a short story, retelling details after words.	1. Teacher reads a long passage. Students tell what happened by writing. Answer: Who? What? When? Where? Why?	1. Given a paragraph or story, child can answer specific questions or outline details in own words.

Skill Category: Comprehension

Flow Chart Code: Primary II.A.2.b. # 7

Behavior: Recognize a picture that would go with a story.

Primary Activity

1. Show student a picture which goes with the story and ask them to explain what the picture is about.
2. Show student several pictures and have them pick out which ones go with the story from ones which do not (make them obvious).
3. Have student arrange a set of pictures into the story sequence, discarding any extra pictures which obviously do not belong. This is more difficult.

Elementary-Middle

1. Given several stories they have read and pictures from each of them, have students match the pictures to the different stories.
2. Take pictures with camera of students costumed and acting out stories from readings done. Have students match stories with snapshots or tell stories being acted out in snapshots.
3. Have students choose a scene from any of several stories to draw in secret. Collect all the pictures and have the class try to

Secondary Activity

1. Use slides or filmstrip of a story they have read and have them tell the story over as they see the slides/film after they have recognized which story is represented.
2. Have students cut people, furniture, etc. from magazines to make scenes from stories by pinning them to bulletin board or gluing to make collages. Then let other students try to tell which scenes and stories they are from. (scrap cloth, etc. can also be used.)
3. Have students make shadow box scenes or wall

Skill Category: Comprehension

Flow Chart Code: Elementary
II.A.2.b.
1

Behavior: Distinguishes what a paragraph is (by indentations).

Primary Activity	Elementary-Middle	Secondary Activity
	1. Write simple experience stories showing paragraphs.* * Teach "indenting" if necessary.	1. Cut up a newspaper article or Reader's Digest article into paragraphs. Paste on sheet with spaces between each paragraph.

Skill Category: Comprehension

Flow Chart Code: Elementary
II.A.2.b.
2

Behavior: Uses story meaning to prove a point.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Can answer true-false questions about story details. (Prove answers according to story.)	1. Read a story, or article. 2. Give student a statement, he must tell if statement is true or false, and why, according to the story.

Elementary
Flow Chart Code: II.A.2.b.
3

Skill Category: Comprehension

Behavior: Retells the story in sequence.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Watch teacher do activity (such as cooking). Then retell all details in order aloud from memory. 2. Arrange sentences in order to tell prepared story.	1. Watch TV show and write in own words the details of plot in sequence. Good TV shows: Brady Bunch Good Times Happy Days Waltons

Elementary

Skill Category: Comprehension

Flow Chart Code: II.A.2.b.
4

Behavior: Locates incidents or actions in order.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Give a story from a simple reader. Put sentences on sentence strips. Ask students to locate answers to questions in sentence strips.	1. Read action story. Question students as to order of incidents. 2. Ditto sheet. Put sentences into order of action.

Skill Category: Comprehension

Flow Chart Code: Elementary II.A.2.b.

5

Behavior: Locates or recalls a directly stated cause/effect relationship.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Interprets a picture. and tells why something is happening. 2. Reads a simple story; tells why something happened.	1. Reads magazine (Readers Digest) or newspaper and tells why an event happened in story with directly stated cause/effect.

Skill Category: Comprehension

Flow Chart Code: Elementary
II.A.2.b.
6

Behavior: Locates or recalls directly (vs. inferentially) stated qualities.

Primary Activity	Elementary-Middle	Secondary Activity
	Read selected story and answer prepared questions about certain qualities, as outlined. i.e. a) physical characteristics b) motives or purposes c) feelings, emotions, moods d) character or personality traits.	Same, higher level, such as newspaper or magazine.

Skill Category: Comprehension

Flow Chart Code: Elementary
II.A.2.b.
7

Behavior: Infers ideas' implied but not directly stated.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Give the student a passage to read, laminated. 2. Have set of prepared questions based on implied ideas. 3. Child answers self-correcting sheet.	

Skill Category: Comprehension

Flow Chart Code: Elementary
II.A.2.b.
8

Behavior: Grasps an implied cause/effect relationship.

Primary Activity	Elementary-Middle	Secondary Activity
Same activity as II.A.2.b. # 5.		

Skill Category: Comprehension

Flow Chart Code: Elementary
II.A.2.b.
9

Behavior: Makes a correct deduction (draws right conclusion).

Primary Activity	Elementary-Middle	Secondary Activity
	Use S.R.A. kit at various levels to test deductive abilities.	1. Use magazine articles to ask questions about relationships and conclusions. 2. Ditto sheet. Give paragraph plus 3 conclusions. Choose best conclusions.

Skill Category: Comprehension

Flow Chart Code: Middle II.A.2.b.(1) # 1

Behavior: Interprets straightforward complex sentences.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Have child answer simple questions or "riddles" which are in complex sentence form such as: (a) Although I am not the biggest animal many people call me the "King of the Jungle" because of my sharp teeth and claws which I use while I hunt in Africa. Who am I? (a lion). (b) When a stranger tries to talk you into getting in his car while you are away from home and grownups, what should you do? (do not get in car, tell parents). 2. Have students listen to/read directions or a sen-	1. Have students play a board game with directions for moves written in complex sentence on cards to be drawn, such as: "Too bad? You fell in the water when you crossed the bridge while walking in your sleep so you lose one turn. Sorry!" 2. Use questions or riddles in complex sentence form as suggested for middle grades but covering more mature areas and functional life situations or using school subjects, such as driver's ed, good consumer practices, etc. (cont'd)

Middle

Skill Category: Comprehension **Flow Chart Code:** II.A.2.b.(1)
# 1 (cont'd)

Behavior: Interprets straightforward complex sentences.

Primary Activity	Elementary-Middle	Secondary Activity
	tell you what it means, what was said in their own words. 3. Play "Simon Says" with students using complex sentences to tell them what to do. This can be in a ditto for a written version of "Simon Says" such as: a) Simon says untie the shoe which is on your left foot if it has laces. b) Put your paper in the trash can. c) Simon says when you finish reading the next sentence tie your shoe back if it is untied.	3. Make up a crossword puzzle for students to do using complex sentences for clues.

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.(1)
# 2

Behavior: Identifies sentence containing main idea.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Give student 2 sentences from a story or paragraph to choose which contains the main idea. Gradually increase the number of sentences from which to choose as their proficiency increases. 2. Have students use felt tip pens rather than pencils to mark main idea sentences in simple paragraphs. Sentences should be fairly obvious at first and gradually become more difficult to spot. Students may also be allowed to cut out the main idea sentence if they choose the correct one.	1. Pre-plan a series of paragraphs so that when the student chooses and re-writes the main idea sentences in order they form a new, wildly funny paragraph. 2. Keep a graph of students rates for choosing correct main idea sentences as a motivator. 3. Give each student a slip of paper with a sentence on it which is different for each student. Direct the students to use it as the main idea and write a paragraph or story about/around it. Then have students read the

Middle
Flow Chart Code: II.A.2.b.(1)
# 2 (cont'd)

Skill Category: Comprehension

Behavior: Identifies sentence containing main idea.

Primary Activity	Elementary-Middle	Secondary Activity
	3. Use a true/false approach to main idea sentences. Taking one sentence and requiring student to mark or say if it is the main idea of a paragraph or story, true or false.	paragraphs or sentences (exchanging them individually or examining by the class as a whole). Students then should say or mark the main idea sentence, noting a) if the sentence chosen is the main idea and b) if the main idea is the one students were supposed to use.

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.(1)
# 3

Behavior: Supplies a known situation that is related to the story.

Primary Activity

Elementary-Middle

1. Have students read a story about a common experience such as friendship or a bad dream then discuss similar experiences of their own.
2. Have students think of new and different versions of a story. A kind of "What if" game where the students are asked to imagine a new situation and what its result might be, then think of their own new situations using their own experiences.
3. Have students draw incidents in their life or knowledge which are related to the story and then show

Secondary Activity

1. Have students act out a related situation they have made up and let the other students guess what that situation related to the story is supposed to be.
2. Have students write their own individual stories on a topic covered in a story they have read.
3. Have the entire class work together to write a story using situations related to one read. Each student contributing his own ideas to the story written on the board, combining all.

Middle
Skill Category: Comprehension
Flow Chart Code: II.A.2.b.(1)
4a

Behavior: Carries out printed directions. a. Answers questions about items.

Primary Activity

Elementary-Middle

1. Choose a story. Pick one student to make up question about it. Have him read the story aloud then hand out copies of his questions for other students to answer. Students may take turns doing this occassionally.
2. Have whole class write an experience story together. Then have whole class write questions about it, and exchange story and questions with another class.
3. Let older student help younger and ask students

(cont'd)

Secondary Activity

1. Write a "letter" to the class from an imaginary friend or story book character, or get a real person they know to write a real letter to them. In the letter be sure common correspondence questions are asked and that each student gets a copy of the letter. It might also be enjoyable to make up a letter from a being from another world asking questions about "unusual" earth beings. Have students write letter back to answer the questions.

(cont'd)

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.(1)
# 4a (cont'd)

Behavior: Carries out printed directions. a. Answers questions about items.

Primary Activity	Elementary-Middle	Secondary Activity
	personal questions such as go on school records and which need to be learned and spelled correctly such as parents' names, sibling names, address, phone number, etc.	2. In a backward teaching approach, go over the "who, what, where, why, when and how questions to be answered in news articles and have students first find "answers" in real articles then answer them in their own news article of school events. 3. Have students read and answer questions in functional materials such as job applications, tax forms, credit cards applications, bank account forms, etc.

Skill Category: Comprehension **Flow Chart Code:** Middle II.A.2.b.(1) # 4b

Behavior: Carries out printed directions. b. Performs sequence of actions as directed.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Give students a treasure map with a sequence of printed directions they must follow to find the "treasure". Each student may have a copy of the same map, students may be in groups with a different map for each group, or each student may have his own unique map. Use your own choice of "treasure". 2. Make up or use a board game with cards drawn to move whose directions are in a sequence which must be followed to play the game. (cont'd)	1. Give directions for a picture for students to draw of a backwards world, such as, draw round houses, square flowers, people who walk on their hands and wear hats on their feet, etc 2. Have students play a game where students draw slips of paper with a written direction on each which they must follow, such as (a) sing "3 blind mice" on your hands and knees then moo like a cow and oink like a pig. This may be played like Truth or Consequences where a (cont'd)

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.(1)
# 4b (cont'd)

Behavior: Carries out printed directions. b. Performs sequence of actions as directed.

Primary Activity

Elementary-Middle

3. Have students follow ditto directions which are "odd" and must be followed exactly, such as:
a) draw a triangle around words beginning with "B".
b) draw a pig above the word "cow".
c) erase the pig and draw a pink square around "cow".
d) draw a picture of an upside down house on the back.

Secondary Activity

wrong answer means they must draw a slip, or just let everyone take turns for fun.

3. Use recipes to teach following a sequence of directions as is usually necessary in fixing even simple foods.

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.(1)
# 5

Behavior: Interprets figurative language and idioms.

Primary Activity

Elementary-Middle

1. Given several examples of figurative language and idioms, have students choose the correct meaning of each from several choices, some obviously wrong, or put the actual meaning in their own words.
2. Given pictures, a scene description, or a story have students pick the best idiom or figure of speech from several choices to fit the meaning of the illustration.
3. After explaining where meanings of some idioms and figures of speech come from give students some made up by teacher and see

Secondary Activity

1. Read Aesop's Fables, parables, etc. as a class and discuss such figures of speech as "sour grapes" from Aesop's Fables and "The Fox and the Grapes." Lead class to decide on a good point to be taught and then write a fable ar around it together to teach it in a figurative way.
2. Using their correct meanings have students make up a story using as many idioms and figures of speech as possible in it. A list may be used to check off as they use them. Aware a prize or privilege to one who used the most correctly.

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.(1)
# 7a (cont'd)

Behavior: Does evaluative reading. a. Grasps the author's main purpose in communicating (the point of writing the story).

Primary Activity	Elementary-Middle	Secondary Activity
	3. Have students underline clues to the author's purpose in the paragraphs, etc.	as: "What would Romeo's purpose in writing to Juliet be?" Then check it out to see if the letter/telegram bears out that purpose.

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.(1)
# 7b (cont'd)

Behavior: Does evaluative reading. b. Distinguishes between fact and fiction (real and pretend).

Primary Activity	Elementary-Middle	Secondary Activity
	you cannot tell by given information if true or made up. Such as: (a) The girl flew over the tree. P (b) The mother robin flew over the tree. R (c) She flew over the tree. ? 3. Have students write two plays to perform. One exactly like something which happened in class and just re-enacted and one made up situation which never happened. Read them and do them in class. Perhaps switching plays with another class and performing them, too. Then try to pick which is the real and pretend one from the other class	it may not have, and may be pretend. 2. Have students draw slips with either the word "real" or "pretend" on them and write a story either real or pretend depending on his slip. Directions to make it believable fiction or impossible fantasy may be included. Then have students read theirs and class guess if real. Point out if believable class may not be able to tell. 3. Same as # 2 for middle school but ask questions pertaining to school work and life situations of a functional type.

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.(1)
# 7c

Behavior: Does evaluative reading. c. Detects logical inconsistencies or fallacies (knows when things don't make sense).

Primary Activity

Elementary-Middle

1. Prepare students by giving them picture puzzles of things with logical inconsistencies or fallacies such as someone wearing a hat upside down, an airplane with one propellor mixxing, or a stove in a bedroom, etc. You can make your own but they are very common and usually say "See if you can find all the mistakes in this picture."
2. Let students pick out logical mistakes in a list of sentences with at least one obvious in each such as (a) all dogs have four legs so all animals with four legs are dogs. (b) Indians

Secondary Activity

1. Have students make silly rhymes of inconsistencies such as this common one: "One bright day in the middle of the night two dead boys got up to fight. Back to back they faced each other, drew their swords and shot each other. Two deaf policemen heard the noise and came and killed the two dead boys. If you think my tale's too tall, go ask the blind man, he saw it all." - Unknown. (Students may want to tape record theirs)
2. Have students correct inconsistencies in sequences so they may make sense. Include a few sentences

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.(1)
# 7c (cont'd)

Behavior: Does evaluative reading. c. Detects logical inconsistencies or fallacies (knows when things don't make sense).

Primary Activity

Elementary-Middle

can kill deer by throwing leaves at them. (c) All men are strong.

3. Have students make up some sentences of their own which have inconsistencies or fallacies as in # 2 above, or as (a) The dinosaur ate the caveman's clock. (b) I love red and yellow so I always wear orange.

Secondary Activity

correct in sequence already so they must detect the incorrect ones from the correct ones as well. Such as: "He ate the potato then baked it." Corrected would read "He baked the potato then ate it."

3. Write a "Mixed Up World" story with all kinds of illogical descriptions and happenings even to the point of silliness. Have student read it then tell you all the fallacies in the story such as "Of course all women are weaker than all men so men carry women on their back everywhere and women seldom walk here in

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.(1)
# 7d

Behavior: Does evaluative reading. d. Judges worth acceptability, desirability (value judgements). 1. Character, actions, feelings, motives, traits; 2. Events or series of events.

Primary Activity

Elementary-Middle

1. Prepare students by first giving them several pictures of things and people in various situations where some value judgements may be made (such as acceptability of behaviors) showing both the desirable and undesirable. Have student decide which is which and make choices for themselves as to best alternatives. Students may suggest ways to correct to a more desirable choice for the area in which judgement is suggested, whether of feelings, actions, events or so on.

(cont'd)

Secondary Activity

1. Classroom literature can be read with an eye to value judgements as made by the students, which may disagree with your own value judgement. Have students discuss alternative story segments and endings in which events, characters, feelings, motives, traits may be changed in both positive and negative ways. Pointing out there may not be a "wrong" choice in 2 or 3 alternatives, only a "different" choice. Likewise no "right" choice but perhaps some scale of values personal preferences or social acceptability to

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.(1)
# 5 (cont'd)

Behavior: Interprets figurative language and idioms.

Primary Activity	Elementary-Middle	Secondary Activity
	what meanings they think the made-up, suggestive phrases could have as idioms or figures of speech. Then let students try to make up some of their own.	3. Have students collect idioms and figures of speech from grandparents, friends and everyone they can. Combine all these they can find. Have student alphabetize and organize them into their own dictionary of terms with meanings. It can be duplicated so each student can have one and may even be sent to a publishing house. The title could be: "A Kid's Idiomictionary".

Skill Category:

Flow Chart Code: Middle
II.A.2.b.(1)
# 6

Behavior: Infers qualities not directly stated such as physical characteristics, actions, motives, purpose, etc.

Primary Activity

Elementary-Middle

1. Make up your own "Minute Mysteries" for students to find the answer to a puzzle by using obvious clues, such as "When a woman returns from the store she is surprised. As she closes her bedroom window she sees a flower pot turned over in a dirty mess on the floor and dirty cat pawprints on her bedspread. She searches the house but there is no cat inside. She can't figure it out. Can you?" This technique can be used to sequence events such as
(a) cat came in window
(b) cat knocked over flower

(cont'd)

Secondary Activity

1. Use minute mysteries described to the left but on more mature and difficult level for any quality.
2. Use a tape recorder to record voices and let students deduce from the voice alone any quality you request such as: sex, age, probable clothes, social standing, thoughts, motives, emotions, personality and actions (all heard but not seen as in old radio plays).
3. List a few chosen qualities on the board. Give students a dittoed list of short sentences with at least one inferred quality

(cont'd)

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.(1)
# 6 (cont'd)

Behavior: Infers qualities not directly stated such as physical characteristics, actions, motives, purpose, etc.

Primary Activity	Elementary-Middle	Secondary Activity
	pot (c) cat went out window. 2. Have students act out a story and include in the portrayal any implied qualities. 3. Have students answer written questions on any implied qualities in a story even if they must go back and reread.	in each. Let students decide which quality on the board is suggested. As they get more proficient remove list on board and make longer and more difficult sentences and paragraphs.

Skill Category: Comprehension

Middle
Flow Chart Code: II.A.2.b.(1)
7a

Behavior: Does evaluative reading. a. Grasps the author's main purpose in communicating (the point of writing the story).

Primary Activity	Elementary-Middle	Secondary Activity
	1. Use stories with obvious author purposes as teaching lessons in parables, fables and moral stories. Shorten them to only a few paragraphs. Try to find enough so each student can have one. Let each student read his story and explain the author's purpose.	1. Give students a list of easy sentences with obvious author purpose and let them match sentence to purpose listed, such as: (a) If we don't get the money we will see you in court. (b) I've seen the preacher and gotten the ring so say yes. (c) Bring tanks and guns up to the river.
	2. After practice finding author's message let students decide on a good purpose of his own for writing and write a story on his own.	2. Make a game of fictitious communications, especially letters between locally known or famous people. Let students tell what purpose the fake letter could have,
	(cont'd)	(cont'd)

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.(1)
# 7b

Behavior: Does evaluative reading. b. Distinguishes between fact and fiction (real and pretend).

Primary Activity

Elementary-Middle

1. Have students write 3 stories. The first an experience story about what the class actually did. The second a fictitious but physically possible story. The third a completely impossible and imaginative fantasy. Let students point out the differences between the real and pretend stories, after reading them.
2. Give students sentences which are obviously fiction and obviously true to mark "R"eal or "P"retend. Gradually increase the difficulty. Include some which

(cont'd)

Secondary Activity

1. Have students use 2 headings, "Real" and "Pretend" and decide through discussion of real and pretend stories you have read what makes a story fact or fiction such as:

Real - must be real people, must be real animals and things, really did happen.

Pretend - may not be real people, may not be real animals or things, did not happen.

Lead students to realize that real people can be used in made up stories and even though something could happen (physically possible)

(cont'd)

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.(1)
# 7d (cont'd)

Behavior: Does evaluative reading. d. Judges worth acceptability, desirability (value judgements). 1. Character, actions, feelings, motives, traits; 2. Events or series of events.

Primary Activity

Elementary-Middle

2. Give students written descriptions and follow same procedure as for pictures in # 1 above. To begin you may wish to present them with only 2 obvious choices in the same situation and then gradually increase the number of choices. Also add several alternatives with several desirable and several less desirable and allow students to suggest their own alternatives.
3. The teacher can write several short skits including both positives and negatives in value judgements for students to act

Secondary Activity

consider.
2. The teacher herself can act out a common situation in exaggeration for students such as a scene on "How to really mess up a job interview." Students get a kick seeing a teacher doing unreasonable and ridiculous things. Have students write what they see and compare notes, discussing more acceptable ways to do it. Then have them direct teacher to do it over more acceptable.
3. Using a story character students are given a list of places and/or events, common and uncommon, along

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.(1)
# 7d (cont'd)

Behavior: Does evaluative reading. d. Judges worth acceptability, desirability (value judgements). 1. Character, actions, feelings, motives, traits; 2. Events or series of events.

Primary Activity	Elementary-Middle	Secondary Activity
	students to rewrite the skits and write their own, but emphasize the positive.	students are directed to choose which actions the character will find more acceptable in such situations as: running hard is o.k., playing outside but not inside or at a funeral. Other lists can match feelings with appropriate ways of expressing them, etc.

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.
8a

Behavior: Does creative reading. Suggest an outcome.

Primary Activity

Elementary-Middle

1. Before reading have students make guesses from title, heading, and/or illustration, what story will be about.
2. After reading part of a selection, have students supply possible endings.
3. After finishing a selection, have students supply alternative endings.

Secondary Activity

1. Use same techniques as for middle school but stories will be more appropriate ones for their age and interest differences.

For variety

2. Have students read news articles or school news articles or poems and use same procedure as for other stories.
3. Comic strips may be cut out and words in last frame(s) can be erased for students to fill in their own punch line or story line. Each student gets several strips of his own to do. Note that many

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.
# 8a (cont'd)

Behavior: Does creative reading. Suggest an outcome.

Primary Activity	Elementary-Middle	Secondary Activity
		old copies in large quantities to schools for free and that you should use mostly old newspapers or students will just fill in what they remember from a day or week ago. A student may even make up his own strip of how he thinks the next installment in a continuing comic strip story will be.

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.
8b

Behavior: Does creative reading. b. States sensory images based on what he read.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Have students answer story related questions requiring a sensory, imaginative answer such as: How do you think the tree trunk felt when he touched it? What did the match sound like when he struck it? 2. Give a short story with only a visual outline of the setting and have students fill in the details after they have been asked to imagine what it looked like. Compare different ideas of different students on the same detail such as: How did you imagine his clothes looked?	1. Use same techniques as for middle school. 2. Have students pantomine an entire story with no props, imagining where everything is, etc.

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.
# 8b (cont'd)

Behavior: Does creative reading. b. States sensory images based on what he read.

Primary Activity	Elementary-Middle	Secondary Activity
	3. Have students read a play and then decide as a class on very detailed stage set even if the play is not acted out.	

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.
8c

Behavior: Does creative reading. c. Creates an illustration of a scene in a selection.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Student draws a scene he chooses from a selection which has no pictures, or does a wall mural to illustrate it. 2. Student creates a "stage set" from magazine pictures cut out for people furniture, etc. in collage form. 3. Student uses clay, paper mache, finger paints, water paints, etc. to create a scene from a selection he has read. 4. Have students use marionettes or puppets to illustrate a selected scene in front of a drawn back-	1. Use dolls and doll house type set design. Have student build his own "set" for a scene using shoeboxes, scrap cloth and carpet, "homemade" or miniature furniture such as spool tables, etc. 2. Have students plan and do a "living illustration" similar to "living Christmas cards" scenes where students build an almost life-size set and place themselves in it as characters remaining immobile for people to see as if they were inanimate themselves.

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.
8c (cont'd)

Behavior: Does creative reading. c. Creates an illustration of a scene in a selection.

Primary Activity	Elementary-Middle	Secondary Activity
	5. Put on an art show using students' own illustrations in various media of scenes from stories read.	3. Have students create a "shadow" illustration with light shining behind silhouettes as in the "shadow" theaters of Japan.

Skill Category: Comprehension

Flow Chart Code: Middle
II.A.2.b.
# 8d

Behavior: Does creative reading. d. Writes an original composition stimulated by the selection.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Allow students to pick any subject which appeals to them that is related to the story and write an original story on it. 2. Have students write an original poem related to the story and tape record them. 3. Have students write a letter to any of the characters in a story, asking any questions, making any suggestions, and telling about themselves in any way they wish.	1. Take pictures or movies of students acting out original stories, plays, or poems, etc. which they have written stimulated by the selection. 2. Chorale readings, poems, very short stories written by students and stimulated by a story read in class might make a good presentation for the school body, or English classes, etc. 3. Put out a school literary magazine (or contribute to one) using all student original compositions from both EMR and regular students with no distinctions between them, to encourage

Skill Category: Comprehension

Flow Chart Code: Middle II.A.2.b. # 8e

Behavior: Does creative reading. e. Participates in dramatization of a story that has been read (acting with dialogue, pantomine, puppets, or marionettes).

Primary Activity

Elementary-Middle

(Use techniques suggested for II.A.2.b., # 8a,b,c,d) which relate to this behavior.)

1. Use public and school presentations (perhaps even on a local radio or TV station) of a dialogue dramatized by students of a story read.
2. Students may use puppets or marionettes to dramatize a story and photograph it for a bulletin board or wall display.
3. Students may pantomine a story with no narrator, no set, and no props.
4. Dramatize a story with a strictly auditory play using sound effects like the old radio plays. It may be done over the school loudspeaker or taped and played for other classes.

Secondary Activity

1. Student dramatize a story by "shadow" theater, either with puppets or people's shadows.
2. A silent movie may be made with subtitles or a silent play may be done with a narrator to dramatize a story using props and sets.
3. Perhaps a local acting company or theater group would donate their time and talent to directing and acting with the students in a dramatization of a story.

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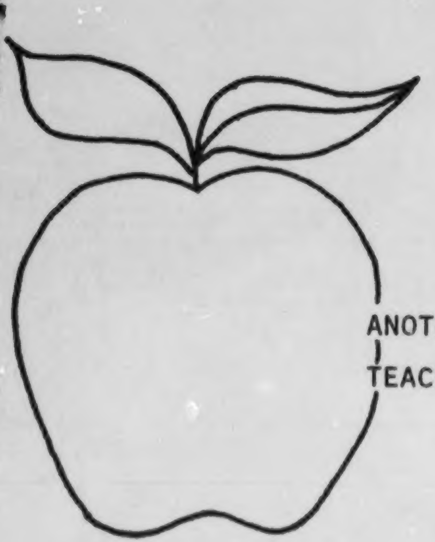
ACTIVITY BOOKLET

II. Communication
    C. Expressive
        1. Oral
            a. Vocabulary



ANOTHER GLRS
TEACHER SUPPORT SERVICE

RESOURCE GUIDE
TO
APPLIED BASIC SKILLS

BY: CENTER FOR EDUCATIONAL IMPROVEMENT
AND
NORTHEAST GEORGIA CESA
WINTERVILLE, GEORGIA

II. Communication

- C. Expressive
  - 1. Oral
    - a. Vocabulary
      - (1) Word Meaning

Skill Category: Word Meaning

Flow Chart Code: Primary
II.C.1.a.(1)
# 1

Behavior: Imitates speech sounds.

Primary Activity	Elementary-Middle	Secondary Activity
With the use of a wall mirror, have student watch teacher as teacher makes sound in mirror and have student make same sound while looking in mirrors.	Same	Same

Skill Category: Word Meaning

Flow Chart Code: Primary
II.C.1.a.(1)
# 2

Behavior: Associates meaning to person or object.

Primary Activity	Elementary-Middle	Secondary Activity
Have a picture of class and have students pick out student as name is called. Have a variety of pictures or items for student to identify.	Have a picture of a famous character or picture of some school personnel and have the students pick out the person's picture as the name is called.	Same as middle and primary except have pictures of people on the jobs working.

Skill Category: Word Meaning

Flow Chart Code: Primary
II.C.1.a.(1)
# 3

Behavior: Interprets the meaning of words.

Primary Activity	Elementary-Middle	Secondary Activity
Ability to follow verbal instructions when using short three or four word sentences. Play Simon Says. Use activity songs, Hap Palmer-like colors.	Student is able to tell you what was heard by the student after listening to a short tape or record with headphones. Work on a simple dictionary. Have student make up their own dictionary. Use words dealing with school and community.	When given a word that a student uses in daily activity or in language (slang), have student tell you the meaning or why he uses the word; such as right on, soul, etc.

Skill Category: Word Meaning

Flow Chart Code: Primary II.C.1.a.(1) # 4

Behavior: Uses three words other than Mama, Dada.

Primary Activity	Elementary-Middle	Secondary Activity
Have a set of activity pictures or pictures which show action. Have student to tell you what is happening in the picture. Have a student to name objects in room or on cards.	Have student to describe an object without using an object's name.	Have students to discuss their favorite activity at school or at home and tell why it is their favorite activity.

Skill Category: Word Meaning

Flow Chart Code: Primary II.C.1.a.(1) # 5

Behavior: Combines two different words.

Primary Activity	Elementary-Middle	Secondary Activity
Using activity cards which show one object doing something or a certain color, such as red top or a boy running, etc. When showing a picture, ask student to tell you more about the picture until he begins to use more than one word to describe the picture.		

Skill Category: Word Meaning

Flow Chart Code: Primary
II.C.1.a.(1)
# 6

Behavior: Uses vocabulary of 50 to 100 words.

Primary Activity	Elementary-Middle	Secondary Activity
Develop group discussion; bring in a mystery box. A box with a small hole that a hand will fit into. Have student to describe what he feels by sense of touch. List child's finding. Show object and ask children to add more description to the object in box.	Develop group discussion. Use a box which is covered and sealed. Have students relate ideas of what they hear and can feel (weight) of the object in the box. Then make guesses. Then make a chart of activities; open box and compare activities to ones that are listed.	Develop group discussion. Use to bring up topics which are of concern to your students; dating, school work, movie stars, movies, records, jobs.

Skill Category: Word Meaning

Flow Chart Code: Primary
II.C.1.a.(1)
# 7

Behavior: Uses plurals.

Primary Activity	Elementary-Middle	Secondary Activity
Have two sets of pictures; one set contains single items, other set contains many of the single item. girl girls Have students practice telling you what is in the picture.	Introduce pictures of uncommon plurals, i.e. goose - geese man - men.	Use same as primary but have students work on sentence structure using correct verb in relationship to singular and plurals

Skill Category: Word Meaning

Flow Chart Code: Primary II.C.1.a.(1) # 8

Behavior: Gives first and last name.

Primary Activity	Elementary-Middle	Secondary Activity
Sing song: "Who are you, who are you. I am a girl named _______. I am a boy named _______."	Student can give full name including middle name. Student can give name of parent or guardian.	

Skill Category: Word Meaning

Flow Chart Code: Primary
II.C.1.a.(1)
# 9

Behavior: Gives opposite meaning - uses antonyms.

Primary Activity	Elementary-Middle	Secondary Activity
Demonstrate with concrete materials or pictures that words have opposite meaning. white - black cold - hot.	"I spy" activity in reverse. Antonyms - a word having an opposite meaning.	Opposites by adding prefixes: happy - unhappy. Use these in directions, job meaning, applications, interviews, i.e., happy-unhappy. "Go to country for a job." "Go to city for a job."

Skill Category: Word Meaning

Flow Chart Code: Primary
II.C.1.a.(1)
# 10

Behavior: Gives words with similar meanings.

Primary Activity	Elementary-Middle	Secondary Activity
Teacher says a word to the class - red or read. Then she demonstrates the word by coloring on a piece of paper with a red crayon. She puts a red written label on the paper. She then reads a passage from a book and puts a label on the book read. She then asks the students to find red, the color.	Teacher talks to students about a stick drawing of a "cool" looking dude and a picture of a "cool" glass of coke. She then asks the students to describe the two "cools". (update slang vocabulary as needed.)	Demonstrate extension of vocational vocabulary such as "application" - application for a job spplication for license application for insurance. The same word referring to more than one idea.

Skill Category: Word Meaning

Flow Chart Code: Primary
II.C.1.a.(1)
# 11

Behavior: Defines six words.

Primary Activity	Elementary-Middle	Secondary Activity
Using pictures of a familiar object, have student tell about object without using object's name.	When given a word, tell student to tell you what he means without using the word. Do the opposite; have student give meaning of a word and have rest of class guess what the word is.	Given to job title to students. Also introduce words needed to functionally work in the job. Have the students rename the words and describe their meaning.

Skill Category: Word Meaning

Flow Chart Code: Primary
II.C.1.a.(1)
# 12

Behavior: Show and tell.

Primary Activity	Elementary-Middle	Secondary Activity
Have student bring something from home or from the room that he enjoys or likes, and have him tell the class why he likes it and what others may do with it or why they like it.	Stage a fashion show for the students. Have each student wear or cut out a picture of something sharp to wear. Get the student to describe and show the objects.	Have student bring in picture or object that is related to a specific job. Describe the picture or use of the object.

Skill Category: Word Meaning

Flow Chart Code: Primary
II.C.1.a.(1)
# 13

Behavior: Discusses experiences.

Primary Activity	Elementary-Middle	Secondary Activity
After a preplanned field trip (a walk around school, a visit to the school lunchroom, or away from school field trip to a farm, zoo, etc.), have a discussion about what was seen then have students to give main things that happened so it may be put into an experience story.	Have students who did something unusual or went somewhere tell the students in the class. This could also be done only to the teacher. Student can discuss TV shows and movies they have seen.	Have students discuss job experiences - problems in getting jobs, getting along with other job workers, and problems or experiences in types of jobs and job experiences.

Skill Category: Word Meaning

Flow Chart Code: Primary
II.C.1.a.(1)
# 14

Behavior: Gives personal information.

Primary Activity	Elementary-Middle	Secondary Activity
Student needs to be able to give his sex, name, parents name, age, address or general location of where he stays, and phone number if he has one. Have student practice telling each where they live, etc. This can be done with toy telephones.	Same as primary. Gives birthdate, including year.	Same as primary and middle school, and be able to give information needed for job interviews and health department, other agencies, banks, such as previous experience or why it is necessary for him to seek help from this agency.

Skill Category: Word Meaning

Flow Chart Code: Primary
II.C.1.a.(1)
# 15

Behavior: Retells story in own words. (Recognizes the main idea.)

Primary Activity	Elementary-Middle	Secondary Activity
Read stories, first, ones that are more familiar, then new ones. Have discussion after words. Have student retell story. Can use book without words. Have student tell own story from pictures. After telling a story, have student retell story using a flannel board, puppets, or tell about pictures student has drawn about story.	Watch films on TV programs. Have student retell what happens. Have other students decide if some important information was left out.	Have student practice favorite story (Three Pigs, etc.) or learn a new one. Then have the students go to a low-level special class and tell the story with illustration if possible.

Skill Category: Word Meaning

Flow Chart Code: Primary
II.C.1.a.(1)
# 16

Behavior: Rewords the main ideas.

Primary Activity	Elementary-Middle	Secondary Activity
Using pictures showing actions or possible every day events, have student tell you what is happening. After telling a story, have students tell most important thing in story.	Read a short paragraph to students. Have as many students as possible tell the main event or idea in as many different ways as possible. Teacher, or capable student, writes these on board for students to see how many ways and words to describe same event.	Same

Skill Category: Word Meaning

Flow Chart Code: Primary
II.C.1.a.(1)
# 17

Behavior: Sequences of events using sentences.

Primary Activity	Elementary-Middle	Secondary Activity
Using sequence cards, have student place cards in what they think is correct order, then ask student to tell you what is happening in each picture. As he tells teacher, question him about his order of placing pictures.	After hearing story or seeing a film, student tells the event as they occur. Teacher writes sentences on board, then reshow or retell previous done item and check to see if it was done in correct order.	Sequences in sentence forms to teacher to be written on board. Events or ideas or steps in getting a job, making an item of clothes, food, furniture, repainting an item. Have students check over to see if they left out something or order needs to be rearranged.

Skill Category: Word Meaning

Flow Chart Code: Primary
II.C.1.a.(1)
# 18

Behavior: Uses rhyming words.

Primary Activity	Elementary-Middle	Secondary Activity
Teach by rote, nursery rhymes. Then have students give them back to you. This can be done by reading them to student or by student learning the rhyme as a chant or song. Using pictures have students match picture which rhymes.	When given a word have student respond with words that rhyme - tell, bell, hell, etc. Cake, bake, snake. Show student the similarity in the word structure with most rhyming words.	Have students make up rhymes for a commercial to sell a product or service. Show how commercials and advertisement affects the buyer.

Skill Category: Word Meaning

Flow Chart Code: Primary
II.C.1.a.(1)
# 19

Behavior: Recognizes definitions and meanings.

Primary Activity	Elementary-Middle	Secondary Activity
Describe an object or a word. Have student guess what is being described. Have student describe object (good idea if student tells teacher what he is describing first so he will not change it when another child guesses correctly).	When given a word not always a noun, pronoun, etc. have student to describe to others without using the word he is describing. Other students guess the student's word.	Define job skills. Have students to guess what a person with those skills are doing as a job - maybe use only tools that are used on the job.

Skill Category: Word Meaning

Flow Chart Code: Middle
II.C.1.a.(1)
# 1

Behavior: Uses of why, who, where, when, what and how.

Primary Activity	Elementary-Middle	Secondary Activity
Write these five words on a board. Then read a story, a current event news type story that has very specific why, who, where, when, what, and how. After reading, ask students one word questions (who?). Write their answer.	Same, but more complex. Could use events from local paper, especially about an important school event.	Same, maybe use a TV news program or school newspaper. Have student make up their own TV news program covering these items when discussing the event.

Skill Category: Word Meaning

Flow Chart Code: Middle
II.C.1.a.(1)
# 2

Behavior: Uses homonyms.

Primary Activity

Words pronounced alike but differing in meaning. Ask student to tell what word means in sentences when given the word in two sentences. Practice discussion of word meaning.

ant - aunt
ate - eight
ball - bawl
sea - see
to - too - two
blew - blue
flew - blue
flour - flower
knew - new

Elementary-Middle

Same as primary, new words.

been - bin
board - bored
deer - dear
flea - flee
fore - four
hair - hare
heal - heel
hall - haul
meat - meet
pair - pear
sole - soul
stake - steak
lie - lye
tail - tale
week - weak
whole - hole
would - wood
toe - tow

their-there
suite-sweet
stile-style

Secondary Activity

Same as primary but new words.

buy - by
cell - sell
cellar - seller
cent - sent - scent
clause - claws
earn - urn
dew - due
fair - fare
made - maid
mail - male
waist - waste
foul - fowl
steel - steal
way - weigh

Skill Category: Word Meaning

Flow Chart Code: Middle
II.C.1.a.(1)
# 3

Behavior: Uses synonyms.

Primary Activity

Words of the same general meaning but different in their specific application. Such as good-nice-kind, etc. Describe the weather using as many words to describe the same thing. Wet, raining, cloudy, messy, liquid sunshine, good weather for ducks, etc.

Elementary-Middle

Call out a word to students, write word on board such as funny, soul, uptight, etc. then ask students to give other words that mean the same. Write new words on board, then say on sentence and substitute other words with similar meaning in their place in the sentence.

Secondary Activity

Discuss how many ways interviewers ask the different questions to get at the same answers.

1. What type of job do you want?
2. What skills do you have?
3. Past experiences?
4. Reason for wanting to work at company.

etc.

Skill Category: Word Meaning

Flow Chart Code: Middle II.C.1.a.(1)
# 4

Behavior: Identifies words through definition and sentences.

Primary Activity	Elementary-Middle	Secondary Activity
Read to student a sentence like this: "The boy was exhausted because he had just finished digging a large hole." Ask students what exhausted, etc. means and how they could decide what the word means. Explain that words together tell meaning of other words.	Same as primary but teacher should pick up on words from students' favorite TV programs, etc.	Same as primary but use words and sentences that are either related to job or job applications.

Skill Category: Word Meaning

Flow Chart Code: Middle
II.C.1.a.(1)
# 5

Behavior: Uses words that have multiple meanings.

Primary Activity	Elementary-Middle	Secondary Activity
First explain to students that one word can have many different meanings. Write a word on the board like run. Ask student to use a sentence with run. Try to get students in different meanings, if not give them some to start with. "A run in my hose" "a home run", "he can run".	Same Use reading related words or word that students use in their own vocabulary.	Same Use vocational related words.

Skill Category: Word Meaning

Flow Chart Code: Secondary
II.C.1.a.(1)
# 1

Behavior: Uses oral vocabulary appropriate to the following areas: job interviews, job related vocabulary, purchasing vocabulary, financial terms.

Primary Activity	Elementary-Middle	Secondary Activity
		Set up within classroom a type of stage. Teacher at first few times plays part of interviewer, boss, salesman, banker, etc. Have student take part in playing adult. Teacher asks questions, etc. Have discussion with entire class on what words and word meanings in sentences. Dramatization proved.

II. Communication

C. Expressive

1. Oral

a. Vocabulary

(2) Pronunciation

Skill Category: Pronunciation

Flow Chart Code: Primary
II.C.1.a.(2)
# 2

Behavior: Pronounces the following initial consonants: (b,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,y,z).

Primary Activity	Elementary-Middle	Secondary Activity
Bring into class a bag of objects or pictures that represent one initial sound, i.e. ball, bat, blue, baby. Have a student pull out an item and then say the name of the object. The teacher should follow up activity by getting class to name all items, then the teacher should write the items names and circle the beginning letter.	Pick out a popular record with words introducing one initial sound. As it plays aloud you accent these words that have the initial sounds. Then write the lyrics on the board underlining the first of each accented word. Play the record again and again; get the students to sing along and accent these words as you point to them in grand gestures.	Pick out job related instruments that begin with one particular consonant sound, i.e. pick, plumbers friend, power saw, plow, etc. Show these on slides or real objects and name them. Have students name objects.

Primary

Skill Category: Pronunciation

Flow Chart Code: II.C.1.a.(2)
3

Behavior: Substitutes an initial consonant sound for another initial consonant sound in a word (cap for tap).

Primary Activity

Demonstrate the substitutions of initial consonants by having pictures or objects, i.e. bat - hat. Have the students say the sounds aloud. Repeat this with other objects until each student can say names for both objects. Teacher should name these objects and underline the similarities in each word.

Elementary-Middle

On 3x5 cards print the words used except for the initial sounds: __ap. Cut two slits into the card above and below the line. Make a slip through piece with the initial consonant written on the paper. Slide it into the slots until a word is made. Say it and have the class repeat it. Move to second letter and say it, have class repeat (color code aids). Repeat process over and over asking students to say words.

Secondary Activity

Using practical words with initial substitutions, i.e. lamp, clamp, damp, stamp, etc. Show the students the items with labels, then cover the beginning sounds and ask the students to name the items aloud. Repeat.

Skill Category: Pronunciation

Flow Chart Code: Primary
II.C.1.a.(2)
# 4

Behavior: Pronounces the following final consonant sounds: (b,d,f,g,h,k,l,m,n,p,r,s,t,x).

Primary Activity	Elementary-Middle	Secondary Activity
Pick out students names that may end with a final consonant. Have the student say his name and get the other students to say his name and listen to the ending. Use other names or objects in the room with similar endings. Write the names or words to demonstrate endings.	Make a twister game that the students have to put feet and hands on letters of the alphabet. If the students spell a word with body parts you tell them, write it on the board and accent the final sound. Try to point out similarities.	Make chocolate chip cookies with M&M's. Spell words with final endings. Get the students to say the words aloud before baking and before eating. Accent the final consonant.

Skill Category: Pronunciation

Flow Chart Code: Primary
II.C.1.a.(2)
# 5

Behavior: Substitutes a final consonant sound for another final consonant sound in a word: (tag for tad).

Primary Activity

Cut out 2 faces from cardboard and color them. Accent a difference in facial features. Tape these to 2 rulers so that they can be held as signs. Show one face to the students and call him "tag", have the students say his name. Repeat this and call the next poster face "tap", have the students say his name. Repeat many times. Ask any student if he hears the same or different.

Elementary-Middle

Give all students a piece of bubble gum. Ask them to chew. In room have words made with final ending missing placed on cardboard. Give each student a final ending and ask him to stick it onto a word with his gum. Say the word aloud with the student.

Secondary Activity

On pieces of material have the students make final sounding words for the primary classes by _____ the letters except for the endings. Starch finish products. Make additional endings from cloth and thread or from cardboard. Have the students put the pieces together and you name them aloud. Get them to name them aloud.

Skill Category: Pronunciation

Flow Chart Code: Primary
II.C.1.a.(2)
# 6

Behavior: Produces the middle consonant sound in a word.

Primary Activity	Elementary-Middle	Secondary Activity
Make a pretend tape recorder out of a cigar box, box lids from Quaker Oat boxes, string and an empty paper towel roll. Show the students pictures of words with middle consonant sounds. Ask them to say the words into the recorder.	Tape letters on the sides of a "Barrel of Monkies" game. Each monkey's arm links to another. If the students are able to pick up the chain of monkies, you try to pick out a word that it spells. Say the word aloud. Write it down and get students to say it aloud.	Set up a store in the room from empty cans, cartons, wrappers. Have the students go down the store isle and tell item he wants. Write word on board and get class to repeat.

Skill Category: Pronunciation

Flow Chart Code: Primary
II.C.1.a.(2)
# 7

Behavior: Pronounces the following long vowel sounds: (a,e,i,o,u).

Primary Activity

Mark off on the floor of the room with masking tape a hop scotch.

Place a picture of a long vowel word in each block. Have the students play the game and name the items as they jump. It is better to use pictures of only one vowel.

Elementary-Middle

Make a shaker of words from an empty paper towel roll. Cut a piece of cardboard to cover ½ or more of one end, cover the other end completely. Cut out paper disc from cardboard. Put pictures or write words of items on the disc. Put all the disc into the tube. Ask a student to shake out a word. You read the word aloud if written; if picture, let student say word. Then have each student repeat.

Secondary Activity

Have the students make popsicles out of cups, Kool-aid, popsicle sticks. Inside each cup ask the student to write on the stick a word (long vowel) (use ink that will not fade). Say all words, then freeze and after eating ask each student to say word found on his popsicle stick.

Skill Category: Pronunciation

Flow Chart Code: Primary
II.C.1.a.(2)
# 8

Behavior: Pronounces the following short vowel sounds: (a,e,i,o,u).

Primary Activity	Elementary-Middle	Secondary Activity
Using a plastic photo cube, tape pictures of objects with short vowel sounds on every side. Use one vowel sound at a time is better. Have student toss the cube onto a piece of carpet and name the picture clue.	Using a discarded "TicTac" plastic container, plastic straws, scissors, paper, cut pieces of straw the size that will shake out of the container. Cut pieces of paper to fit inside the straw bits. Write on the paper short vowel words. Say all the words aloud. Roll up the pieces of paper and put inside the straws. Place all pieces inside the container. Give it to a student and ask him to ask each student if he can "shake up your mouth". Shake out a word, unroll paper and help student say word. Get class to respond.	Using an old phone book, replace some of the numbers with words of short vowel sounds. Have the students look up their names and their class mates' names and read out the letters. You write down the letters and say the word aloud. Get each student to say the word aloud.

Elementary

Skill Category: Pronunciation

Flow Chart Code: II.C.1.a.(2)
1

Behavior: Pronounces the following r controlled vowel sounds: ar, er, ir, or, ur.

Primary Activity

Using poster board, popsicle sticks and gem clip, make a spin dial on the poster board. On the edges of the poster board tape a set of pictures representing one r controlled sound. Have the student say the word as he spins the dial.

Elementary Middle

Make up a group of words from the students' vocabulary list with r controlled vowels. Write them on paper in code.

a	b	c	d	...	z
1	2	3	4		26

The number code should make a word. Have the students crack the code and then you help read the word and have student say word aloud.

Secondary Activity

Make up a sales pitch and have the students come to the door with a small box to sell. Inside the box have one r controlled word that you have told the student. Get each student to try and sell the word as an object.

Skill Category: Pronunciation

Flow Chart Code: Elementary
II.C.1.a.(2)
# 2

Behavior: Pronounces the following initial consonant digraph: (ch, th, sh, wh).

Primary Activity

On pieces of cardboard draw a daisy.

On the petals write initial words with ch digraph sounds. Code the petals with numbers and have pictures of the words with corresponding numbers for reference. Cut out the petals and center circle. Tape the center circle on a popsicle stick, then have the students say the ch words to build the flower. When the student says a word he can tape it on.

Elementary-Middle

Have the students play hang-man by naming letters to spell a word. The word should be an initial consonant digraph. When the word is spelled, say it aloud and have the students say it aloud.

Secondary Activity

Have the students make bean cards that spell initial consonant digraphs for the younger classes. Say the words aloud and have the students say it aloud.

Skill Category: Pronunciation

Flow Chart Code: Elementary II.C.1.a.(2) # 3

Behavior: Pronounces the following final consonant digraph: (ch, th, sh, ng, wh).

Primary Activity	Elementary-Middle	Secondary Activity
Hang pictures of final ch words on a string stretched across the room with clothes pins. Ask the students to look at the pictures and if a student can name a picture he gets to remove the picture from the string.		

Skill Category: Pronunciation

Flow Chart Code: Elementary II.C.1.a.(2) # 4

Behavior: Pronounces the following consonant blends: tw, str, st, sl, sp, sm, sn, br, cr, dr, pr, spl, sc, thr, tr, bl, cl, pl, ld, it, mp, il, dw.

Primary Activity	Elementary-Middle	Secondary Activity
Tie a string to a dowel rod. On the string place a magnet. On picture cards of consonant blends place a paper clip. Let the student fish for the word and say it aloud.		

Skill Category: Pronunciation

Flow Chart Code: Elementary
II.C.1.a.(2)
# 5

Behavior: Pronounces the following vowel digraph sounds:
ie, ea, ai, oa, ay, ow, ew, au, ue, aw, ee, ei, oe.

Primary Activity	Elementary-Middle	Secondary Activity
Make a picture Bingo game with vowel digraph words printed on the Bingo cards. Have the students mark the cards by repeating the words aloud as you call them out and placing a bean to mark the place.		

Skill Category: Pronunciation

Flow Chart Code: Elementary
II.C.1.a.(2)
# 6

Behavior: Pronounces the following vowel diphthongs: oi, oy, ow, ou, oj.

Primary Activity	Elementary-Middle	Secondary Activity
Cut out pictures of words with vowel dipthong sounds. Tape these into the cups of an apple packing tray. Have the student stand behind a line and toss beans into the tray. He must say every word that has a bean on it after tossing.		

Skill Category: Pronunciation

Flow Chart Code: Elementary
II.C.1.a.(2)
# 7

Behavior: Uses the possessive 's.

Primary Activity	Elementary-Middle	Secondary Activity
Give students items to hold in their hands. Tell each student to pretend that they own the item. Then use the possessive form to describe each item and let some of the students try to describe the same.		

Skill Category: Pronunciation

Flow Chart Code: Elementary II.C.1.a.(2) # 8

Behavior: Uses the past tense.

Primary Activity	Elementary-Middle	Secondary Activity
In relation to time, use a shadow box of a room. Have a lamp to light the shadow box. Pass the light from below the table to make the light have daylight then remove the lamp. Explain to the students about day and the sun. Repeat it several times, then make up sentences about the sun in the verb is. Repeat many times to show time relation to past tense.		

Skill Category: Pronunciation

Flow Chart Code: Elementary
II.C.1.a.(2)
# 9

Behavior: Uses the present participle ing.

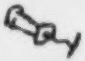
Primary Activity

Hang a string across the room; use a pully type (clothes pin bag). On outside of bag tape a picture of a child doing an action verb--run, play, etc. Describe it as play, then push it across the room and describe it as playing. After several examples ask the students to describe it. If the string is slanted down any object can be used to make a pully. Tinker toy wheel, empty toilet paper spool.

Elementary-Middle

Secondary Activity

To demonstrate energy and movement, take a rubber band, empty thread spool and match stick. Put it together in this fashion. Wind up the match to tighten the rubber band. As it moves along describe it to the students as moving, going, they are playing. Then ask the student to describe it.



Skill Category: Pronunciation

Flow Chart Code: Elementary
II.C.1.a.(2)
# 10

Behavior: Uses the prefixes un, re, dis, ere, e, in, ed.

Primary Activity	Elementary-Middle	Secondary Activity
On 3x5 cards write the un words. Cut the cards at the un in many angles to make puzzle pieces. un } common Have the students put the pieces together and then describe the process and meaning of un. Use undone as an example for descriptions of puzzles. Ask the students to describe it.		

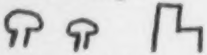
Skill Category: Pronunciation

Flow Chart Code: Elementary
II.C.1.a.(2)
# 11

Behavior: Uses suffixes ly, y.

Primary Activity

Teacher should arrange two stools of unequal size or bricks and blocks in the shape of steps.



On the top step place a student with a word card. On the second step place a student with the suffix. Say the word aloud as the student shows it. Use instruments or voice to point out the sound difference. Say the word again with both students holding up their cards to make a word.

Elementary-Middle

Secondary Activity

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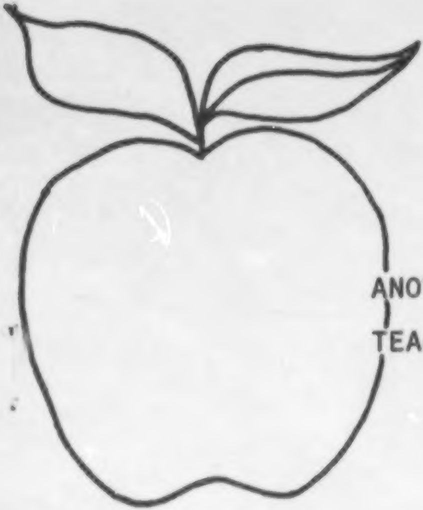
EC 120215

ACTIVITY BOOKLET

II. Communication
    C. Expressive
        1. Oral
            b. Structure



ANOTHER GLRS
TEACHER SUPPORT SERVICE

RESOURCE GUIDE
TO
APPLIED BASIC SKILLS

BY: CENTER FOR EDUCATIONAL IMPROVEMENT
AND
NORTHEAST GEORGIA CESA
WINTERVILLE, GEORGIA

II. Communication

- C. Expressive
  - 1. Oral
    - b. Structure
      - (1) Word Order

Skill Category: Word Order

Flow Chart Code: Primary
II.C.1.b.(1)
# 1

Behavior: Responds to expressive nonverbal communication.

Primary Activity	Elementary-Middle	Secondary Activity
Role play activities. Have one person act out or show by nonverbal expression, an emotion or feeling. Children respond to the emotion by making an appropriate response and by indicating verbally what the nonverbal expression means.	Same as primary activity but role playing situation should become more complex in what is being expressed.	Same as middle school. Complexity of the nonverbal communication should be determined by the students' level.

Skill Category: **Word Order**

Flow Chart Code: Primary
II.C.1.b.(1)
# 2

Behavior: **Uses several modes of communication.**

Primary Activity	Elementary-Middle	Secondary Activity
Have children express themselves in at least two ways when trying to request something. For example, **1. Child may point to water fountain when he wants water, or** **2. Child may say "water" or "I want some water."**	Role play activity. Students must demonstrate at least three ways of communicating a feeling to someone. For example, 1. Nonverbal behavior to show anger. 2. Verbal behavior - "I'm mad." 3. Written communication saying, "I'm mad."	**Same as middle school but may need to be increased in complexity.**

Skill Category: Word Order

Flow Chart Code: Primary
II.C.1.b.(1)
# 3

Behavior: Uses simple speech accompanied with nonverbal communication (n.v.c.).

Primary Activity	Elementary-Middle	Secondary Activity
Child responds appropriately to simple command given with actual activity. For example, teacher says, "John, close the door.", while she closes the door. Child then does what teacher has asked him to do.	Same type of activity but increase the level of complexity depending upon the student's level of understanding.	Same as middle school.

Skill Category: Word Order

Flow Chart Code: Primary
II.C.1.b.(1)
# 4

Behavior: Uses one word communications or labels (usually nouns).

Primary Activity	Elementary-Middle	Secondary Activity
Present child with 5 pictures or items and he responds with an appropriate label or name for each. For example, in response to a picture of a dog child says "dog".	Same as primary. Picture or items may need to be harder to label. or Have students respond with one word when another word is said. Teacher says "snake" and student responds with one word.	Not appropriate for secondary level.

Skill Category: Word Order

Flow Chart Code: Primary
II.C.1.b.(1)
# 5

Behavior: Uses two word sentences accompanied by nonverbal communication.

Primary Activity	Elementary-Middle	Secondary Activity
Use records, such as Hap Palmer records, which give children directions to follow. Could also play game, "Simple Simon". This game then gives the children an opportunity to verbalize two word sentences.	Some middle school students may need this activity. If so, use games such as "Simple Simon".	Not appropriate.

Skill Category: Word Order

Flow Chart Code: Primary
II.C.1.b.(1)
# 6

Behavior: Uses two-word sentences.

Primary Activity	Elementary-Middle	Secondary Activity
Role play activity. Child responds appropriately to two-word sentences. For example, "Sit down." Child then verbalizes at least two-word sentences to illustrate what he is doing at the moment.	Same activity but increase the activity's complexity.	Not appropriate.

Skill Category: Word Order

Flow Chart Code: Primary
II.C.1.b.(1)
# 7

Behavior: Uses negative words (not, no, don't).

Primary Activity	Elementary-Middle	Secondary Activity
Have a tray of 10 items. Label each item by saying, "This is a spoon, etc." Have child then choose an item which is not a spoon. Repeat as many times as needed.	Use pictures instead of actual items. Then do same type activity as for primary.	Not appropriate.

Skill Category: **Word Order**

Flow Chart Code: Primary
II.C.1.b.(1)
# 8

Behavior: **Uses negative and verb.**

Primary Activity	Elementary-Middle	Secondary Activity
Use pictures which contain opposites, such as a person laughing and one who is not laughing (crying, running, walking, etc.). Label a picture such as "This person is laughing." Find one who is not laughing.	Use same activity but increase the difficulty of it by having students write the appropriate sentences underneath each picture.	**If needed, use the same activity as the middle school.**

Skill Category: Word Order

Flow Chart Code: Primary
II.C.1.b.(1)
# 9

Behavior: Uses noun phrase and verb phrase.

Primary Activity	Elementary-Middle	Secondary Activity
Present several assorted pictures. Have children make a sentence about each picture. Sentences should be something like this - The boy is eating.	Same activity. Increase in difficulty if necessary.	Same as middle school.

Skill Category: Word Order

Flow Chart Code: Primary
II.C.1.b.(1)
# 10

Behavior: Uses noun phrase and verb and noun phrase.

Primary Activity	Elementary-Middle	Secondary Activity
Have each student act out something or do something. Other children make a sentence (verbally) about what the child is doing. For example, Sally is tying her shoe.	Same	Same

Skill Category: Word Order

Flow Chart Code: Primary
II.C.1.b.(1)
# 11

Behavior: Uses contraction as a simple verb.

Primary Activity	Elementary-Middle	Secondary Activity
Use 5 simple sentences which have contractions. Have children circle the contractions and tell for what each stands.	Present sentences to students. Have them reword the sentence using contractions.	Same as middle school.

Skill Category: Word Order

Flow Chart Code: Primary
II.C.1.b.(1)
# 12

Behavior: Uses negative with verb in a sentence.

Primary Activity	Elementary-Middle	Secondary Activity
	Use a spinner that has several positive statements. Whatever sentence the student lands on, let him give a negative sentence in its place.	Have a list of positive sentences on the board and have students give a negative sentence for each one.

Skill Category: Word Order

Flow Chart Code: Primary
II.C.1.b.(1)
# 13

Behavior: Asks a question by transforming a verb to form questions.

Primary Activity	Elementary-Middle	Secondary Activity
Have one item in a "mystery box". Children guess what the item is by asking questions. Have children use this as a model for their questions: "Is it ______?"	Same mystery box with more than one item.	Not appropriate.

Skill Category: Word Order

Flow Chart Code: Primary
II.C.1.b.(1)
# 14

Behavior: Uses wh questions: (who, what, where).

Primary Activity	Elementary-Middle	Secondary Activity
Demonstrates understanding of wh questions by answering appropriately to these questions: 1. Who are you? 2. Where do you live? 3. What are you doing?	Same as primary.	Read a story and then ask appropriate wh questions.

Skill Category: Word Order

Flow Chart Code: Primary II.C.1.b.(1) # 15

Behavior: Asks wh questions.

Primary Activity	Elementary-Middle	Secondary Activity
Use mystery box with an item in it. Children must guess what the item is by asking wh questions. Who? What? Where?	Use same activity as primary or have students listen to story and then they ask wh questions about the story.	Same.

Skill Category: Word Order

Flow Chart Code: Primary
II.C.1.b.(1)
# 16

Behavior: Uses helping verb and main verb in a sentence:
"I have gone home".

Primary Activity	Elementary-Middle	Secondary Activity
Play "Simple Simon". Demonstrate to the children that they are to use two commands in what simple Simon says.	Same as primary.	Same as primary.

Skill Category: Word Order

Flow Chart Code: Primary
II.C.1.b.(1)
# 17

Behavior: Uses compound verbs in a sentence. Example: The boy sat and looked at me.

Primary Activity	Elementary-Middle	Secondary Activity
Use a group of assorted pictures which show several things happening. Each child makes a sentence using at least two verbs to show what is happening in the picture.	Same activity (use higher level of interest pictures.)	Same

Skill Category: Word Order

Flow Chart Code: Primary
II.C.1.b.(1)
# 18

Behavior: Uses compound nouns in a complete sentence.
Example: The baby and the dog look at me.

Primary Activity	Elementary-Middle	Secondary Activity
Use a group of assorted pictures that show more than one person or thing in each. Each child makes a sentence using at least two nouns (items) from the picture.	Same. Use pictures on the appropriate interest level.	Same.

Skill Category: Word Order

Flow Chart Code: Primary
II.C.1.b.(1)
# 19

Behavior: Uses "when" and "how" questions.

Primary Activity	Elementary-Middle	Secondary Activity
Read a story. Have children answer questions, when and how.	Role play. Have one student play role of newscaster. He relates a news story. Students answer wh questions of who, what, where, when, and also how.	

Skill Category: Word Order

Flow Chart Code: Elementary
II.C.1.b.(1)
# 1

Behavior: Uses sentences with "said" followed by a quote.
Example: Mama said, "No."

Primary Activity	Elementary-Middle	Secondary Activity
Have student tell what is happening in a picture by using "said" followed by a quote.		

Skill Category: Word Order

Flow Chart Code: Elementary
II.C.1.b.(1)
# 2

Behavior: Uses adjectives. Example: She is a pretty girl.

Primary Activity	Elementary-Middle	Secondary Activity
Hold up a picture of a certain thing. Go all around the room and have each student tell one descriptive thing about it.	Say the name of something and have students tell at least 5 things about it. Or, have students spin a spinner and tell about the thing the spinner lands on.	

Skill Category: Word Order

Flow Chart Code: Elementary
II.C.1.b.(1)
# 3

Behavior: Comprehends "why" questions.

Primary Activity	Elementary-Middle	Secondary Activity
Teacher writes statements on the board. Students orally change them into questions using the word why. Ex.: It is raining. Why is it raining?	Same as primary.	

II. Communication

C. Expressive

1. Oral

b. Structure

(2) Grammar

Skill Category: Grammar Flow Chart Code: Primary
II.C.1.b.(2)
# 1

Behavior: Uses nouns. Example: "Mama".

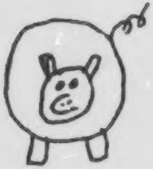
Primary Activity

Use the Peabody Language Development kit. Present the 11 people cards and explain that these are pictures of people who help us in many ways and are called our helpers. Show cards one at a time and let a volunteer name them. Repeat until children are familiar with the cards before going on to the riddles. Place the people cards along chalk ledge. Say: "I know some riddles about what these people do. Let's see if you can guess which one I'm talking about. I will start a sentence and point to someone to finish it. Be sure not to give the answer away by saying anything unless I'm pointing to you." Have the children answer using a complete sentence.

1. He helps people get well. He is a doctor.
2. He fights for his country. He is a soldier.
3. He puts out fires. He is a fireman.
4. He picks up trash. He is a garbageman.
5. He fixes our teeth. He is a dentist.
6. He puts gas in our car. He is a gas station attendant.
7. He brings the mail. He is a mailman.
8. He shows us when to cross the street. He is a policeman.
9. He delivers something that is good for our teeth. He is a milkman.
10. He builds houses. He is a carpenter.
11. She sells things at a store. She is a clerk.

Primary
II.C.1.b.(2)
# 1

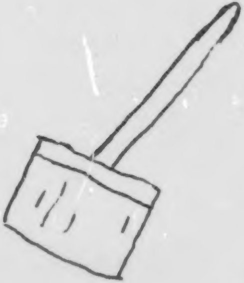
Sample



duck

cow

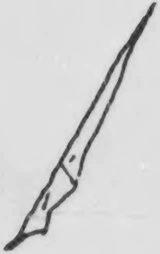
pig



rake

shovel

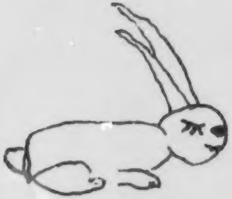
hoe



pen

pan

pin



kitten

horse

rabbit

Skill Category: Grammar

Flow Chart Code: Primary
II.C.1.b.(2)
# 2

Behavior: Uses action verb-noun. Example: Run John.

Primary Activity	Elementary-Middle	Secondary Activity
The teacher shows pictures of children, pets doing various things. Teacher asks questions involving action words first. e.g. What will happen when John hits the ball? Child answers, run.		

Skill Category: Grammar

Flow Chart Code: Primary
II.C.1.b.(2)
# 3

Behavior: Uses noun-verb. Example: John runs.

Primary Activity	Elementary-Middle	Secondary Activity
The teacher shows pictures of people doing various things. Then she asks questions about the pictures. The child should answer, Mother working, Daddy driving, etc.		

Skill Category: Grammar

Flow Chart Code: Primary
II.C.1.b.(2)
# 4

Behavior: Uses verb-noun-noun. Example: Go home John.

Primary Activity

Use sentence strips. Write sentences. Have the child read the sentence and draw lines under the noun.

1. Go home John.
2. Eat cookie Mama.
3. Play ball Daddy.
4. Jump rope Mary.
5. Read story Mama.

Elementary-Middle

Secondary Activity

Skill Category: Grammar

Flow Chart Code: Primary
II.C.1.b.(2)
# 5

Behavior: Uses verb-noun-verb. Example: See John run.

Primary Activity	Elementary-Middle	Secondary Activity
Uses sentence strips. Have child read sentence and circle the verbs. 1. Run Spot run. 2. Go Puff go. 3. Play Tom play.		

Skill Category: Grammar

Flow Chart Code: Primary
II.C.1.b.(2)
# 6

Behavior: Uses noun-verb-noun. Example: John goes home.

Primary Activity	Elementary-Middle	Secondary Activity
Use sentence strips. Write sentences. Have the child read the sentence then draw lines under the nouns. 1. Baby is in the wagon. 2. Bill is playing ball. 3. Tom is eating an apple. 4. Mary is jumping rope. 5. Mother is in a chair.		

Skill Category: Grammar

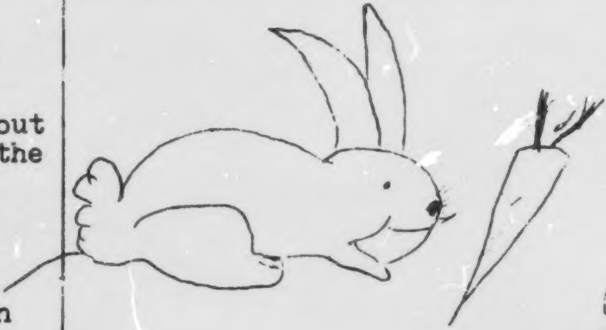
Flow Chart Code: Primary II.C.1.b.(2) # 7

Behavior: Uses noun phrase-verb phrase. Child is able to make oral and written sentences using noun and verb phrase.

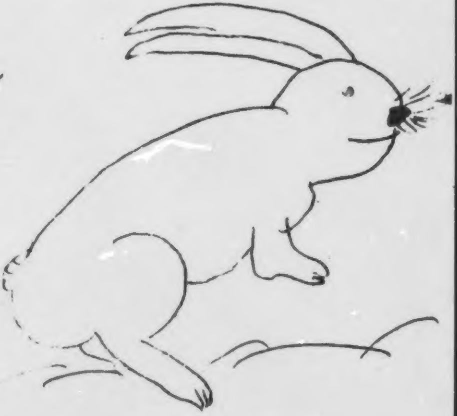
Primary Activity

Use pictures of people doing various things. Have the child tell about the picture. Be sure the child makes a complete sentence. Example: What is the man doing? The man is working.

Have the children do an activity. Say orally, cut, match and paste. Sample across and on next page.



The rabbit is eating.

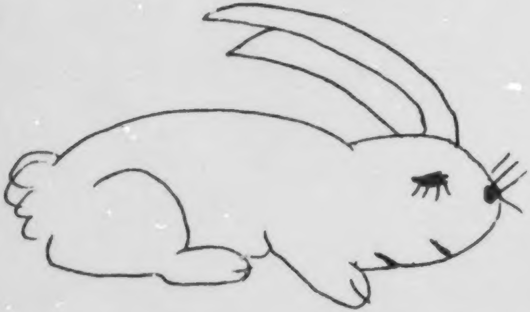


The rabbit is hopping.

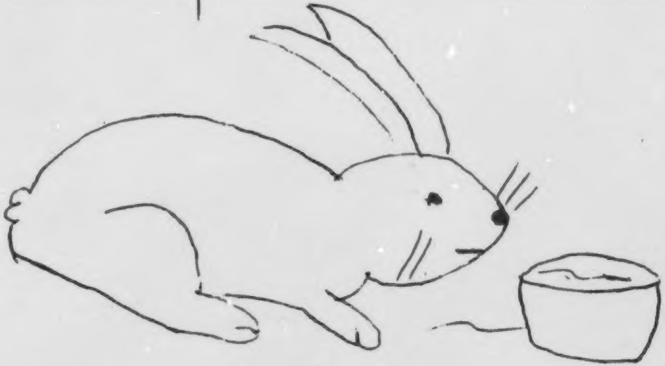
Skill Category: Grammar

Flow Chart Code: Primary
II.C.1.b.(2)
# 7

Behavior:



The rabbit is sleeping.



The rabbit is drinking.

Skill Category: Grammar

Flow Chart Code: Primary
II.C.1.b.(2)
# 8

Behavior: Uses compound words.

Primary Activity

Use pictures to show compound nouns.

1. milkman
2. policeman
3. mailman
4. cowboy
5. schoolhouse

Place the pictures on the chalk ledge. Have the children name the pictures. Shuffle and have children draw a card then have him tell something about his picture. Ex.: This is the milkman. Be sure that the child tells using a complete sentence.

Elementary-Middle

The teacher will give a demonstration and teach meaning of prefix by giving example of prefix on board or by flashcard. Flash root word card first moving under along the side so that the word will appear as underground, indicating that under is the prefix.

under	ground

The card to the left is prefix. Card to the right is root word. Ex.: play and replay with re as the prefix.

Secondary Activity

Skill Category: Grammar

Flow Chart Code: Primary
II.C.1.b.(2)
# 9

Behavior: Uses contractions such as can't as a single word.

Primary Activity

Write the two words, cannot on a flashcard. On the opposite side write can't. Pronounce the word. Use the word in a sentence. Example: Tom can't go. Have the children make oral sentences.

Elementary-Middle

Give the child an activity. Supply the word can't. Read the sentence.

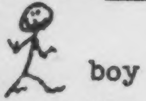
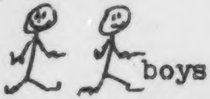
1. Baby ______ walk.
2. Bill ______ work.
3. She ______ go.
4. He ______ help.
5. Mary ______ cook.
6. John ______ talk.

Secondary Activity

Skill Category: Grammar

Flow Chart Code: Primary
II.C.1.b.(2)
# 10

Behavior: Differentiates between singular and plural nouns.

Primary Activity	Elementary-Middle	Secondary Activity
Teacher can have a boy go to the front of the room. She will say "One boy is standing. If I send another boy to the front then we will have to say two boys are standing." Show this on the board. Draw a boy and write boy. Draw two boys on the other side of the board and write boys. Ex.:   Have the children say the words. Then ask how many do you see here. I see one boy. How many here. I see two boys, etc.		

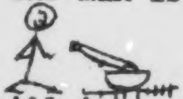
Skill Category: Grammar

Flow Chart Code: Primary
II.C.1.b.(2)
# 10

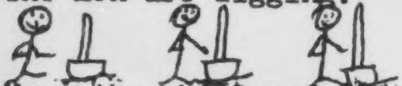
Behavior: Differentiates between singular and plural nouns.

Primary Activity

The teacher will write sentences on board. She will already have explained use is when talking about one person or thing. Ex.: The man is digging.



She will instruct the students use are when talking about more than one. Ex.: The men are digging.



Have the children practice daily using concrete objects and pictures.

Elementary-Middle

Secondary Activity

Skill Category: Grammar

Flow Chart Code: Primary
II.C.1.b.(2)
# 11

Behavior: Adds ed to form of the past tense of verbs. Adds ing to verbs.

Primary Activity

Teacher will use familiar words. Have the child say the root word, then add ed and pronounce the word, and ing and pronounce the word. Write the words on the chalkboard. Have the children write ed and ing to make the new words. Have children say the words. Example:

work	worked	working
play	played	playing
look	looked	looking

Elementary-Middle

Secondary Activity

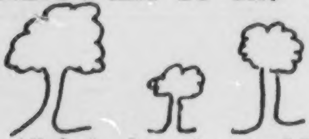
Skill Category: Grammar

Flow Chart Code: Primary
II.C.1.b.(2)
# 12

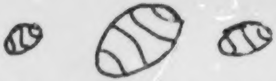
Behavior: Uses qualifying adjectives by adding est.

Primary Activity

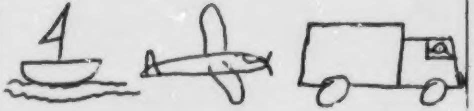
The teacher will write a list of questions on the board. Then she would draw various sized objects to show the student what she is talking about. Using est, as in the word tallest, fastest, etc. have the student to circle the object that is the tallest, smallest and so on. Ex.:



Which is the tallest?



Which is the smallest?



Which is the fastest?

Secondary Activity

Skill Category: Grammar

Flow Chart Code: Primary II.C.1.b.(2) # 13

Behavior: Uses indefinite pronouns for place, person, or thing.

Primary Activity

Use flash cards to introduce pronouns as noun substitutes. Use children as concrete examples:

They, She, We, He, It.

Give example:
1. The man and his family left on a trip. They left on a trip.
Role play this to show how they can be used in place of family, etc.
2. My sister and I went for a walk. We went for a walk.
3. The lady sold us a rug. She sold us a rug.
4. The bird had a broken wing. It had a broken wing.

Elementary-Middle

5. Bill rode his bike to the store. He rode his bike to the store.

Give practice until children understand.

Secondary Activity

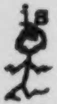
Skill Category: Grammar

Flow Chart Code: Primary II.C.1.b.(2) # 14

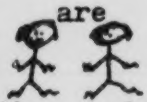
Behavior: Uses singular and plural verb and noun agreement.

Primary Activity

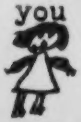
Make a chart to demonstrate when to use is and are. This can be done with other verbs also. Explain to the children. Place the chart up in the room so that the children may refer to it when needed.



He is a boy.



We are boys.



You are a girl.

Make up oral sentences. Let the children decide the correct word for the blanks.

1. He ______ going home.
2. Mother and Father _____ working.
3. They ____ going to the store.
4. The boys ___ playing ball.
5. The girls ____ jumping rope.
6. The man ___ working.
7. You ______ looking.

Secondary Activity

Skill Category: Grammar

Flow Chart Code: Primary
II.C.1.b.(2)
# 15

Behavior: Uses comparison forms of adjectives.

Primary Activity	Elementary-Middle	Secondary Activity
The teacher will use common everyday words on board. Example: big, little, tall, short, fast, slow, and draw object on board. Have student to draw line from word to object.	Have student to pick out word that is comparison adjective in sentence and even have student to make up sentence using comparison adjectives in everyday vocabulary.	

Skill Category: Grammar

Flow Chart Code: Primary
II.C.1.b.(2)
# 16

Behavior: Uses prefixes. Ex.: unhappy.

Primary Activity	Elementary-Middle	Secondary Activity
Have two groups of words in two separate boxes. (Put all the words in one box and all the prefixes in the second box.) Have the child to match the words from box one with the words from box two and say the new word.		

Skill Category: Grammar

Flow Chart Code: Primary
II.C.1.b.(2)
# 17

Behavior: Responds to question asking who, what, when and where.

Primary Activity	Elementary-Middle	Secondary Activity
Teacher will read a story then ask questions using who, what, when and where. Example: 1. Who brought the milk? 2. When did he bring the milk? 3. Where were the children? 4. What did he do with the milk? Give many experiences making sure that answer given is complete sentence.		

Skill Category: Grammar

Flow Chart Code: Primary
II.C.1.b.(2)
# 18

Behavior: Uses conjunctions to connect strings of words, phrases or clauses.

Primary Activity	Elementary-Middle	Secondary Activity
The students start off first by joining words such as subjects of a sentence using the word and. Example: Jack and Jill went up the hill. Underline the conjunction and.	Students could be given sentence using probably and but, and ask to underline the conjunction. Example: I came to school yesterday but I left early. I went to see Sally and Tim yesterday.	The students make up own sentences using the right words.

Skill Category: Grammar

Flow Chart Code: Primary
II.C.1.b.(2)
# 19

Behavior: Uses "and" with compound sentences.

Primary Activity	Elementary-Middle	Secondary Activity
	The students are first taught usage of and with compound sentence by teacher. Example: Teacher writes two sentences on board (I saw Don) (I ran home). Under the two sentences the teacher demonstrates the sentence using and as follows: I saw Don and I ran home. Explain to students that and takes the place of period in the first sentence. I saw Don. I ran home. I saw Don and I ran home.	The students need review but should be able to make own sentences.

Skill Category: Vocational Content in Oral Expression

Flow Chart Code: Secondary
II.C.1.c.(3)
# 5a-f

Behavior: Carrying out job related conversations by phone and in person.

Primary Activity

Elementary-Middle

Secondary Activity

Teacher will use Bell classroom telephone. Demonstrate job related conversations by phone. Have the children practice job related conversations. Have a business man come to the class to talk to the class. Have someone come to give job interviews. Role play:

a. answering a help wanted sign.
b. phoning in absence from job.
c. making proper request for help, training information.
d. carrying out disagreement situation.
e. Taking disagreeable orders with correct politeness.

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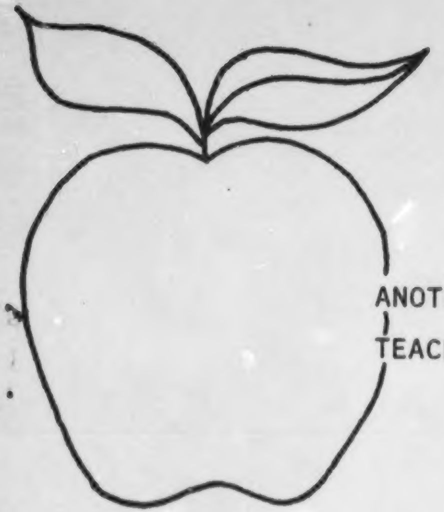
ACTIVITY BOOKLET

II. Communication
    C. Expressive
        1. Oral
            c. Content



ANOTHER GLRS
TEACHER SUPPORT SERVICE

RESOURCE GUIDE
TO
APPLIED BASIC SKILLS

BY: CENTER FOR EDUCATIONAL IMPROVEMENT
AND
NORTHEAST GEORGIA CESA
WINTERVILLE, GEORGIA

II. Communication
- C. Expressive
  - 1. Oral
    - c. Content
      - (1) Creative

Skill Category: Creative Content in Oral Expression

Flow Chart Code: Primary II.C.1.c.(1) # 1

Behavior: Completes story or event in being retold by someone else.

Primary Activity	Elementary-Middle	Secondary Activity
Teacher can use pictures to tell a story. Then she can play a game. Have the children close their eyes, take away the last picture, let a child tell what is missing.	Teacher can read part of a story and have the children tell how it should end.	Prepare a story leaving off ending. Have the children write an ending.

Skill Category: Creative Content in Oral Expression

Flow Chart Code: Primary II.C.1.c.(1) # 2

Behavior: Creates spontaneously a simple story out loud.

Primary Activity	Elementary-Middle	Secondary Activity
Students tell a story into a tape recorder and hear it played back. Their stories are based on a picture shown by the teacher.	Students create stories based on field trip experiences.	Given a topic, students will be able to make up a story about it.

Skill Category: Creative Content in Oral Expression

Flow Chart Code: Elementary
II.C.1.c.(2)
# 1

Behavior: Analyzes an event expressed by another by telling opposites.

Primary Activity	Elementary-Middle	Secondary Activity
Teacher tells a story about a good little girl. Have students create a story about a little girl with opposite characteristics.	Teacher will read the class a fable. Have students tell the class what the opposite of the moral would be.	Given a story with certain words in parentheses, students will be able to replace these words with their opposites to create a different story.

Skill Category: Creative Content in Oral Expression

Flow Chart Code: Elementary II.C.1.c.(2) # 2

Behavior: Analyzes an event expressed by another by identifying similarities.

Primary Activity	Elementary-Middle	Secondary Activity
Teacher reads a story about talking animals. Students make up their own stories about animals that talk.	Teacher reads a story to the class about a boy's frightening experience. Students create stories about their own most frightening experiences.	Teacher reads a story about a high school student in another country. Students discuss similarities in his life and theirs.

Skill Category: Creative Content in Oral Expression

Flow Chart Code: Elementary II.C.1.c.(2) # 3

Behavior: Analyzes an event expressed by identifying real from fantasy.

Primary Activity	Elementary-Middle	Secondary Activity
Using nursery rhymes or fairy stories, point out how they are examples of fantasy rather than reality. Examples: Three little pigs, Humpty Dumpty.	Using T.V. shows such as: Bionic Woman, Wonder Woman, Six-Million Dollar Man, point out how they are examples of fantasy rather than reality.	Make up stories of couples who have gotten married. Have them with two different outcomes, such as problems vs no problems. Have them discuss the real from the unreal in marriages.

Skill Category: Creative Content in Oral Expression

Flow Chart Code: Elementary II.C.1.c.(2) # 4

Behavior: Describes feelings of others in a story.

Primary Activity	Elementary-Middle	Secondary Activity
While teacher reads a story to the class, certain students role-play the feelings of certain characters.	Teacher writes a story on the board. Students draw (sad, happy, frightened, etc.) faces beside certain sentences to show the feelings of the characters.	Given a certain emotion, students will be able to act out the emotion in a story.

Elementary

Skill Category: Creative Content in Oral Expression

Flow Chart Code: II.C.1.c.(2)

# 5

Behavior: Describes what will happen next in an unknown ending.

Primary Activity	Elementary-Middle	Secondary Activity
Teacher says the man was driving very fast, he came to a sign that read Stop, the man did not stop. What do you think happened next?	Use similar example for middle school. Mrs. Jones went to the store, she did not take an umbrella, a big rain came. What happened next?	Read about half of a story then close your book. Draw four pictures to describe what you think will happen in the remainder of the story. Finish the story, compare yours to the author.

Middle-Sec.
Flow Chart Code: II.C.1.c.(1)
1

Skill Category: Creative Content in Oral Expression

Behavior: Creates alternatives by changing attitudes, timing events, etc. in story.

Primary Activity	Elementary-Middle	Secondary Activity
Tell the story "The Three Little Pigs" as is. Ask the students to tell what would have been the outcome of the story if (a) the third little pig had been as lazy as the other two; and (b) what might have happened if the third little pig had not gone to the fair, apple orchard, etc. before the wolf.	Present the fable "The Tortoise and the Hare", emphasizing the moral "slow and steady wins the race." Choose students to be the tortoise and the hare and instruct them to assume the opposite attitudes that the characters in the story have. Students will create alternatives in the story's outcome by using these different attitudes.	Tell a story with this information. A young person is going to apply for a job. He is appropriately dressed for the interview, has practiced correct interview skills, is well-mannered and has proper credentials with him for the job he is seeking. A second young person comes for the same job. He is inappropriately dressed, has never heard of interview skills, has no manners and has brought no credentials with him. Students will tell which young person will get the job.

Skill Category: Creative Content in Oral Expression

Flow Chart Code: Middle-Sec.
II.C.1.c.(1)
# 2

Behavior: Creates alternatives in a story by adding new information.

Primary Activity	Elementary-Middle	Secondary Activity
Teacher tells familiar story such as "Little Red Riding Hood" changing a particular detail. Children supply resulting ending.	Given a story, and some additional information the student will re-tell the story incorporating this information.	Have students tell a familiar story but add additional information of their own to make the story different.

Middle-Sec.

Skill Category: Creative Content in Oral Expression **Flow Chart Code:** II.C.1.c.(1)

# 3

Behavior: Identifies incongruities in a situation.

Primary Activity	Elementary-Middle	Secondary Activity
Tell a story which takes place in July. The characters are dressed in heavy winter clothing and are going sledding. Have the students tell what is wrong with the story.	Tell a story about a wedding ceremony in a church during which a few of the children attending begin laughing and talking. Have students tell what is wrong with the children's behavior.	Have a picture of a car with three wheels, no steering wheel and the driver sitting backwards in the seat. The students will orally identify what is wrong with the picture.

Skill Category: Creative Content in Oral Expression

Flow Chart Code: Middle-Sec. II.C.1.c.(1)
4

Behavior: Creates unexpected changes that are incongruant in order to create jokes or riddles.

Primary Activity	Elementary-Middle	Secondary Activity
Ask riddle: "What is black and white and read all over?" (A newspaper) (Students will tell riddles that are similar.)	Ask riddle: "What has f four legs and flies?" (A garbage truck) (Similar riddles may be used.)	Tell joke about a group of passengers in an air plane. During the trip one engine went out; the pilot told the passengers to stay calm, everything was all right. The same reassurance was given when the second engine went out. When the third engine went out, the pilot appeared, dressed in a parachute, and said "Stay calm, I'm going for help." Students will tell what is ridiculous about this joke.

Skill Category: Creative Content in Oral Expression

Flow Chart Code: Middle-Sec. II.C.1.c.(1) # 5

Behavior: Analyzes actual events without first retelling or having events retold (use sequence 16 to 25).

Primary Activity	Elementary-Middle	Secondary Activity
	Use visual aids such as filmstrip or videotape; have students orally express what they saw on the film.	______ Same

Middle-Sec.
Skill Category: Creative Content in Oral Expression
Flow Chart Code: II.C.1.c.(1)
6

Behavior: Carries out specific role; played vocational and social situation.

Primary Activity	Elementary-Middle	Secondary Activity
Students will role-play the process involved in a fire drill at school. Each student will have a chance to orally give instructions for the correct evacuation of the room. During an actual fire drill, students will orally give out instructions for proper evacuation as rehearsed during the role-play of the fire drill.	Role-play telephone conversations such as calling a friend to invite them to a party; inviting them to come over for lunch; call home for permission to go someplace, etc.	Role-play asking a girl for a date, including in the conversation such things as the time they will leave, where they'll go, etc. Role-play applying for a job.

Skill Category: Creative Content in Oral Expression

Flow Chart Code: Middle-Sec.
II.C.1.c.(1)
# 7

Behavior: Tells possible endings to suggested vocational and social situations.

Primary Activity	Elementary-Middle	Secondary Activity
Give students this and similar situations: You are at a friend's house and you accidentally break his favorite toy. Tell what you would do.	Give students this and similar situations: At recess one of your friends gives you a cigarette and the teacher catches you with it. Tell what you would do if this happened to you.	Give this situation or a similar situation: You are on your way to work and your car breaks down. Tell what the consequences would be when you get to work.

II. Communication

C. Expressive

1. Oral

c. Content

(2) Functional-Social

Primary/Middle

Skill Category: Functional-Social Content in Oral Expression

Flow Chart Code: II.C.1.c.(2)
1-4

Behavior: Uses greetings, farewells, expressions of appreciation, of request and pardon.

Primary Activity	Elementary-Middle	Secondary Activity
Teacher can use flashcards. Write expressions on them and place them on the bulletin board. Read and discuss when they should be used. Role play using the expressions. To help the children put these into practice, make a chart and check daily for one month. Give rewards for remembering to use expressions at the appropriate time. Sample chart next page. Nice things to say: Goodmorning, goodbye, hello, hi, thank you, thank you for the lovely evening, much obliged, I appreciated, please, may I, let me, I'm sorry, I didn't mean to.	Teacher can use flashcards with appropriate expressions. Slips of paper can be given to each student when appropriate phrase is used. Number of slips would be tallied at the end of the week. Outside people such as principal, other teachers, and students can be brought into classroom and expressions can be practiced with them. Consequences of practicing the expressions should be discussed.	Student records number of expressions used during a popular T.V. show and tells about the situation; preceding and consequent behaviors.

Primary/Middle
II.C.1.c.(2)
# 1-4

Remembered To Say

Names	Good-Morning					Good-bye					I'm Sorry					Excuse Me					Etc.
	T	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	

Primary/Middle

Skill Category: Functional-Social Content in Oral Expression

Flow Chart Code: II.C.1.c.(2)

5

Behavior: Use the following introductory expressions:
"May I introduce you to Joe" "This is Sally"
"I am Joe Stevens, your next door neighbor."

Primary Activity	Elementary-Middle	Secondary Activity
The teacher will act out a play. Using herself as Betty, and Steve as Jack, showing as well as telling the students how to introduce people.	The teacher would call student to the front of the class and let them do a role play on how to introduce someone to their family, friend, next door neighbor, etc.	Have the students prepare snacks for another class. Invite some class to visit from your school or another school. Make name cards for each student who is coming into the room. Assign one of your students the responsibility of one other student to introduce him to the group. Name a party.

Skill Category: Functional-Social Content in Oral Expression
Flow Chart Code: Primary/Middle II.C.1.c.(2) # 6
Behavior: Uses acknowledgements of position: example: Sir and Ma'am.

Primary Activity	Elementary-Middle	Secondary Activity
The teacher will tell the student over and over the way they should speak or say these words when they are talking to people older than they.	The teacher will tell the student the proper way to speak when talking to people that are older than they are. People in position.	Plan a special day called "Yes Ma'am, no Ma'am Day" and "Yes Sir, no Sir Day". Give the students points for using these phrases appropriately. In contrast plan another day called "No" and "Yes" and give points for this. Then compare the day's and contrast.

Primary/Middle
Skill Category: Functional-Social Content in Oral Expression
Flow Chart Code: II.C.1.c.(2)
7
Behavior: Says on the telephone: (This is, May I speak to).

Primary Activity

Use Bell Telephone school sets to introduce and teach the children the proper use of the telephone. Use the flip chart. Show pictures, explain and discuss. Use the real classroom telephone to show how to dial.

Elementary-Middle

Teach the children to say "Hello, this is ______. May I speak to ______", etc. Give each child several opportunities to dial and talk on the phone.

Secondary Activity

Give each student several opportunities to dial and talk on the phone. Teach students to make a doctor's appointment and reservations at a restaurant. Call to find show time. Call to arrange transportation for field trip: (1) Call principal for permission. (2) Call place of destination. (3) Call bus station.

Have students order a take-out pizza.

Primary/Middle
Skill Category: Functional-Social Content in Oral Expression
Flow Chart Code: II.C.1.c.(2)
8

Behavior: Uses expressions for table manners, example: Please pass, would you like, excuse me from the table, please, etc.

Primary Activity	Elementary-Middle	Secondary Activity
The teacher will tell the student if there is something on the table and would like more, she would instruct the next one to her to pass it please. And if you have to leave the table she would tell the student to say, "excuse me from the table."	The teacher will give a demonstration on table manners. The next day she would have the student to do the same demonstration but this time they themselves would be involved in doing it. Practice makes perfect!	Work in conjunction with the lunchroom in preparing a family style meal. Have it brought to your room in bowls. Ask the students to sit and you begin by asking someone to pass the ____. Repeat many times.

Skill Category: Functional-Social Content in Oral Expression

Flow Chart Code: Primary/Middle
II.C.1.c.(2)
# 9

Behavior: Uses holiday greetings.

Primary Activity	Elementary-Middle	Secondary Activity
Teacher will make a birthday calendar. Each child's name will be written by months. When the child's birthday comes, everyone will sing "Happy Birthday" and he will wear a crown all day.	Example: this may be done for elementary. January John Doe (16) February Mary Smith (7) At Christmas time children will make Christmas cards and write Merry Christmas and Happy New Year. They will be taught to sing "We Wish You a Merry Christmas".	Make a bingo Lotto' game with appropriate holiday greetings. Have a student call out the greetings while playing the game. Then the winner will have to call back the winning card. Play this game before each holiday.

Skill Category: Functional-Social Content in Oral Expression

Flow Chart Code: Secondary II.C.1.c.(2) # 1

Behavior: Asking for help and giving pertinent information such as name and address if lost (or in trouble).

Primary Activity	Elementary-Middle	Secondary Activity
The teacher will pass out a slip in class having student to practice until they learn their home address, telephone number. Know and can write their first and last name, also their parents' name.	The teacher will practice calling one another in class having the student to dial number, call, give their name, where they live, the street number. She tells her parents' name, if employed and the telephone number in case of emergency.	The student will dial giving her name, where she lives, the street and the house number. If she knows of telephone to reach parents in case of trouble. She gives full details.

Skill Category: Functional-Social Content in Oral Expression

Flow Chart Code: Secondary
II.C.1.c.(2)
# 4a,b,c

Behavior: Seeks services or information by phone or in person.

Primary Activity	Elementary-Middle	Secondary Activity
Use Bell classroom telephone system. Call police, fire department and operator. Teach students to identify appropriate phone numbers for emergency situations. Visit fire department or police station.	Use Bell classroom telephone system. Have students identify correct phone number, dial and talk, giving name and address and necessary information. Visit the Bell Telephone Co. Call information to find someone's number. Have student call mother or neighbor.	Use Bell classroom telephone. Role play calling for help in an emergency situation. Make a list of emergency numbers available to each child. Have him commit emergency numbers to memory if possible, if not have him keep his list near the phone. Give the children practice with the classroom phone until he is able to use the real phone. Give him assignments on the real phone. Ex: Have him phone for a bus schedule, train or plane schedule, etc.

Skill Category: Functional-Social Content in Oral Expression

Flow Chart Code: Secondary
II.C.1.c.(2)
# 4d

Behavior: Going through sample verbal situations involved in major purchases, comparison shopping, etc. for house hunting, car hunting, major appliances, etc. with particular emphasis on any problem situations such as stating what he is looking for and verbally handling and withstanding high pressure salespersons

Primary Activity	Elementary-Middle	Secondary Activity
Make up a game of "The Price is Right". Using pictures from a magazine and price cards. Let the students play as team members to decide price values. Then try to have one student to change each team's mind about the price. Play game.	Using catalogs from several stores, ask the students to pick out a washer etc. and decide which company has the best buy. Then use cardboard-made appliances for a simulation setting situation and role play buying the item.	The teacher will tell the student what they are supposed to do. Then to be sure she would have the class to do a role play on going shopping, buying things at stores and how to fill out questionnaire type forms found in stores that they pass out for people to fill when purchasing something. Then show the student how to perform if being a salesman or saleswoman; how to dress neat, clean, etc.

Skill Category: Functional-Social Content in Oral Expression

Flow Chart Code: Secondary II.C.1.c.(2) # 4e

Behavior: Carrying out various related banking functions such as opening savings account.

Primary Activity	Elementary-Middle	Secondary Activity
Visit a bank. Write experience stories.	Set up a banking system whereby students earn points and use points to go outside. Students must write checks to pay for time outside. Teach students to save points in their account in order to have more free-time or to go on a field trip.	Set up a bank in the classroom. Use play money, application forms, checkbooks. Teach the children by having them serve on various jobs in the bank. At the end of the unit each child should know how to open a checking or saving account, deposit and withdraw money, write checks, apply for loans, pay bills, etc.

Skill Category: Functional-Social Content in Oral Expression

Flow Chart Code: Secondary II.C.1.c.(2) # 4e

Behavior: Carrying out various related banking functions such as opening a savings account and checking account, etc., depositing or withdrawing money, checking on the amount in the account.

Primary Activity	Elementary-Middle	Secondary Activity
Students earn points during a particular work period. Have students exchange points in their account for a cup of Kool-aid. Make a chart showing accumulation and subtraction of points.	Teacher opens "bank". Students show depositing and withdrawal of tokens in their account. Make students compute their own accounts. Let students save tokens to "enter" party where they may buy drinks and popcorn at the end of the week. Pay by check.	The teacher will get all information she can and present it. Go to bank and get those slips they give one to practice what you do and say when trying to get a savings or checking account in bank. Explain how one goes about depositing or withdrawing money from it. She discusses the fundamental routine that one goes through in class just like if you were at the bank filling out one yourself. She goes through these procedures daily. At the end have the entire class to fill out one of these cards or slips to be sure they know what they are doing.

Skill Category: Functional-Social Content in Oral Expression

Flow Chart Code: Secondary II.C.1.c.(2) # 4f

Behavior: Applying for a loan or credit card and asking for information on it.

Primary Activity	Elementary-Middle	Secondary Activity
Establish a store in the room where the students can apply for loans or credit on merchandise. Bargin for completed work or grades on a special basis only to pay off the loans or credit. Show them by adding additional work to their credit or loan to show them interest.	Make a contract with the principal of the school for cleaning the gym, etc. with your class. Have the students select one item they would like to have in the room. Make up a loan application and apply for credit on the item. Then work off the loan by cleaning.	Teacher will bring application forms to school and show the class how to fill out the forms. Show and discuss. Make copies of the form for practice sheets. Have the children practice filling out various kinds of forms. Have him fill out and file for a social security card, etc.

Skill Category: Functional-Social Content in Oral Expression

Flow Chart Code: Secondary
II.C.1.c.(2)
# 4g

Behavior: Carrying out disagreement situations with someone (family, friend, etc.) by discussion, keeping temper controlled.

Primary Activity	Elementary-Middle	Secondary Activity
Teacher intervenes during disagreement and shows alternative behaviors to fighting. Teacher directs discussion and helps students "to be friends" again. Arrange situations for students to help each other or work together on a drawing or clean-up project; ex: erasing board, sweeping floor.	Role play. Teacher and students discuss situations that would require controlling of temper. Students respond appropriately to various situations--such as name calling, fighting, etc. by talking it out. Teacher emphasizes temper-control.	The teacher will tell the students how important it is to keep control of your temper. Be careful of what you say and how you say it. Be a good listener and don't talk too much. Be sure you get good understanding. If something happens, how to handle it if you can. If not, what steps to take. To whom to get in contact with and so on.

Skill Category: Functional-Social Content in Oral Expression
Flow Chart Code: Secondary II.C.1.c.(2) # 4h
Behavior: Paying bills in person.

Primary Activity	Elementary-Middle	Secondary Activity
Arrange a special ice cream day. Teacher makes up bill and receipt (paid in full) for ice cream. Children order ice cream and on receipt of treat pay with their bill.	Students borrow money from teacher and pay their "bill" in person. Teacher gives receipt to student.	Teacher and students go to various agencies and companies and pay teacher's bills. Examples: Gas or electric bill, telephone, doctor. Remind them to get receipt.

Skill Category: Functional-Social Content in Oral Expression
Flow Chart Code: Secondary II.C.1.c.(2) # 4i
Behavior: Purchasing stamps, money orders, postcards, etc. and mailing letters at a post office.

Primary Activity	Elementary-Middle	Secondary Activity
Teacher buys postcards and has students send each other postcards. **Visit the post office.**	Teacher and students write group letters and send letters to: (a) each other, (2) rock stars, (3) Crest, Inc., (4) President, (5) or others that will respond. Students buy stamps, address envelopes and mail at the post office. Send get well cards, birthday, sympathy or congratulations to members of students' family or friend.	The teacher would tell the student how to go about writing out money orders and others on board. She uses phamplet to show how it is done. Explain how to fill money order out, the steps you have to know. You could make a town out of cardboard and boxes in class. Get it set up and send some of the students to the post office. Having someone to work behind the counter like real postmaster and what have you. Let the student go inside, get what they (cont'd)

Skill Category: Functional-Social Content in Oral Expression

Flow Chart Code: Secondary II.C.1.c.(2) # 4i (cont'd)

Behavior: Purchasing stamps, money orders, postcards, etc. and mailing letters at a post office.

Primary Activity	Elementary-Middle	Secondary Activity
		need and see if they can fill out these things. Have the rest of the students look on. If an error is made, how to correct it before sending it out of the post office.

Skill Category: Functional-Social Content in Oral Expression
Flow Chart Code: Secondary II.C.1.c.(2) # 4j
Behavior: Taking driver's education test (oral and written).

Primary Activity	Elementary-Middle	Secondary Activity
Make up road signs with poster board and popsicle sticks. Teach the shapes and words on the signs for future use.	Make a map of the school on a poster board. Use play cards to move around the school. Make up signs at each turn in the building, etc. Have the students go around the board with cars using the signs appropriately. Then ask the students to use each sign in a sentence.	Rewrite the drivers manual so that it will or can be read by the student. Teach the vocabulary. Teach him to answer the questions orally. Teach him to read the questions. Teach him to put in the correct answers.

Skill Category: Functional-Social Content in Oral Expression

Flow Chart Code: Secondary II.C.1.c.(2) # 4k

Behavior: Being given a ticket by a policeman and appearing at court.

Primary Activity	Elementary-Middle	Secondary Activity
Set up a mock jury and court for minor incidence after issuance of ticket by teacher.	Visit a county court. Invite policeman to discuss issuance of tickets and judge to relate his part in the incident. Teacher could make up tickets for violation of rules in the classroom or in school halls with consequence of violators both positive and negative.	Teacher makes copies of tickets or gets tickets from court. Show ticket and re-enact court appearance. Students attend court session and take care of ticket.

Skill Category: Functional-Social Content in Oral Expression

Flow Chart Code: Secondary II.C.1.c.(2) # 41

Behavior: Plans a mock wedding.

Primary Activity	Elementary-Middle	Secondary Activity
Plans a Tom Thumb wedding. Selects a student to be bride, groom, preacher, maids, best man, etc. Dress up in grown-up clothes and perform ceremony.	Have students prepare gifts and/or refreshments for a friend, teacher or family member who is getting married. Ask this person to come in and explain the process that they go through to get married.	Teacher should make sample copies of marriage licenses available to her class. Discuss and explain or tell where real license may be obtained. Visit the courthouse and the health center. Have the school nurse explain why a blood test is important. Have a minister come and perform. Have the class go through with the mock wedding.

II. Communication

C. Expressive

1. Oral

c. Content

(3) Vocational

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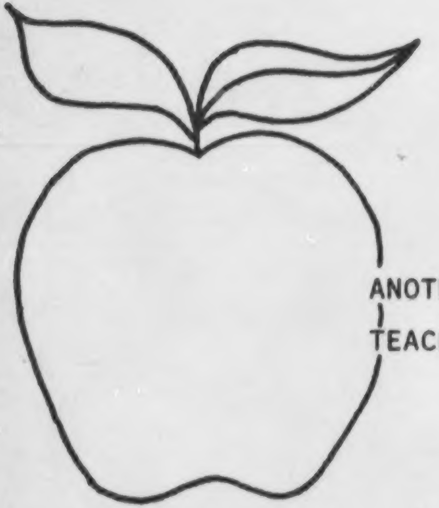
EC128215

ACTIVITY BOOKLET

II. Communication
  C. Expressive
    2. Written
      b. Composition
        (1) Writing Tools



ANOTHER GLRS
TEACHER SUPPORT SERVICE

RESOURCE GUIDE
TO
APPLIED BASIC SKILLS

BY: CENTER FOR EDUCATIONAL IMPROVEMENT
AND
NORTHEAST GEORGIA CESA
WINTERVILLE, GEORGIA

540

Primary-Sec.
Skill Category: Grammar   Flow Chart Code: II.C.2.b.(1)(a)
1

Behavior: Writes capital letters when appropriate.

Primary Activity	Elementary-Middle	Secondary Activity
Write the name of each student and label individual seating. Construct name tags for each student and pin on child. Student will copy name on work sheet daily. Construct name tree, using newspaper to cut outline of tree. Let each student make name tag and place on tree.	Construct family tree. Signs and labels: Working in groups student will construct signs and labels for classroom.	Make a book of poems. Collect poems and copy for individual book of poems.

Middle/Sec.
Skill Category: Grammar Flow Chart Code: II.C.2.b.(1)(a
# 2

Behavior: Writes or changes letters to capital at the beginning of sentence.

Primary Activity	Elementary-Middle	Secondary Activity
	Write letters on wooden beads of various sizes and colors. A muffin tin or divided box may be used as a "jewelry box". Children use yarn or string to string beads in order to spell words.	Tape words on small plain blocks. Children arrange words to make sentences and build story.

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
3

Behavior: Writes or changes letters to capital letters in names of self or friend.

Primary Activity	Elementary-Middle	Secondary Activity
Tape or tack up colored yarn to make clothesline. Using clothes pegs place names in small letters. The student will replace the smalls with proper capital letters where needed.	Add the letter. Make a set of word cards. Omit the first letter of each word. Draw a corresponding picture by each word. Prepare a set of alphabet cards to fill in the missing letters on word cards.	

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
4

Behavior: Uses capital at the beginning of names of places.

Primary Activity	Elementary-Middle	Secondary Activity
	Draw outline of State map and provide one for each student. Using large wall map, student will write in states and county seats.	Provide outline map of U.S. Write states, leading cities, lakes, etc.

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
5

Behavior: Uses capital letters correctly with words referring to time.

Primary Activity	Elementary-Middle	Secondary Activity
	Calendar fun. Make a calendar with holiday and seasonal themes for different holidays.	Plan class activities for school year. Parties, fieldtrips, birthdays and special holidays.

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
# 6

Behavior: Uses capital letters for important words in titles.

Primary Activity	Elementary-Middle	Secondary Activity
	Make a display of book covers and let students copy book titles.	Make a list of popular songs. Make a comparison sheet and let student list the Song I Like Most. The Song I Like Least. Books, poems, stories may also be treated in like manner.

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
# 7

Behavior: Uses capital letters to begin a direct quotation.

Primary Activity	Elementary-Middle	Secondary Activity
	Copy quotes written in various stories.	Write oral quotes made by classmates and teacher..

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
# 8

Behavior: Uses capital letters before the greeting and closing of letters.

Primary Activity	Elementary-Middle	Secondary Activity
	Write friendly letter on board given by student. Each student will copy letter. Rewrite friendly letter using capitals where needed. Select pen pal and write friendly letter.	Write a letter for a job interview. Proof read letters making proper correction in capital use.

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
# 9

Behavior: Uses capital letters in writing an initial.

Primary Activity	Elementary-Middle	Secondary Activity
	Write own's initial, friend's and family members.	Make a chart of initial for classroom display. Locate initial of organizations in dictionary.

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
10

Behavior: Uses nouns.

Primary Activity	Elementary-Middle	Secondary Activity
Labeling things around the room.	→ Same	→ Same

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
11

Behavior: Uses action verbs-nouns.

Primary Activity	Elementary-Middle	Secondary Activity
Let the student give action commands (go Johnny, or close the door). Let the student tell one another to do something and see if they can follow through.	On the chalkboard write out directions to be followed during class periods, recess or during the day.	→ Same

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
12

Behavior: Uses noun-verb.

Primary Activity	Elementary-Middle	Secondary Activity
Play a game--call questions and answers. (If they answer with one word, go back and ask them to give their answers with more than one word, or short sentence.)	→ Same	→ Same

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
# 13

Behavior: Uses verb-noun-noun.

Primary Activity	Elementary-Middle	Secondary Activity

Using picture stimuli, have children pick verb (from set of choices) and write in blank the applicable verb (copies from a flash card) then choose nouns from flash card choices and write applicable nouns in blanks. The statement should then describe the picture.

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
14

Behavior: Uses noun-verb-noun.

Primary Activity	Elementary-Middle	Secondary Activity
Choose teams (2), let student make sentences about each other and things found in and around the room.	→ Same	→ Same

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
15

Behavior: A direct quotation.

Primary Activity	Elementary-Middle	Secondary Activity
Have students draw lines to match sentences such as: John said to look at the dog. to sentences such as, John said "Look at the dog."	Write sentences on the board such as: John said to go to town. Have students rewrite them as, John said, "Go to town."	

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
16

Behavior: Uses noun phrase-verb phrase.

Primary Activity	Elementary-Middle	Secondary Activity
Let class build up sentences. Make several sentence strips and cut into parts and match.	→	→

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
17

Behavior: Uses compound nouns.

Primary Activity	Elementary-Middle	Secondary Activity
"Making Sense". Two boxes with nouns in them. Let student choose words from each box and put them together as one word and see if they make sense.		

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
18

Behavior: Uses can't as a single word.

Primary Activity	Elementary-Middle	Secondary Activity
Teacher shows sentence using can not on worksheet. Students fill in the blank with can't. Ex.: We can not go outside. We can't go outside.	Teacher writes factual sentence on worksheet or delivers sentence orally. Students write sentence that logically follows using can't. Ex.: It is raining. We can't go outside. I have no money. I can't buy ice cream. He lost his pencil. He can't do his work.	Teacher gives sentences and student chooses main idea and rewords it using can't. Ex.: Story about (4-5 sentences long) taking the law into one's own hand. Students write, "Citizens can't take the law into their own hands.

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
19

Behavior: Differentiates between singular and plural nouns.

Primary Activity	Elementary-Middle	Secondary Activity
Display objects, sets of one and more than one. Let students put objects in to boxes labeled singular or plural.	→	→

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(i)(a
20

Behavior: Adds ed to form past tense of verbs and uses ing form of verb.

Primary Activity	Elementary-Middle	Secondary Activity
Let the student do the activity (Bill walked across the room) (He is walking across the room). Let a child tell what he is doing. Prepare ditto sheets; let student add ed to the verb and ing to each verb.	→ Same	

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
21

Behavior: Uses qualifying adjectives by adding est.

Primary Activity	Elementary-Middle	Secondary Activity
Place several objects on a table; let students do certain commands such as, put the red paper in the smallest box, which child is the tallest, etc.	Prepare ditto sheets and let student circle the smallest, largest, etc.	→ same

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a
22

Behavior: Uses indefinite pronouns of places, person, and things.

Primary Activity	Elementary-Middle	Secondary Activity
Prepare a bag or box and on the bag write "What is this?" They should answer, That is ______.	Reach and Feel Box. They should be able to tell what they felt after putting their hand in the box.	→ Same

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a) # 23

Behavior: Matches plural s and s form of verb.

Primary Activity	Elementary-Middle	Secondary Activity
	Teacher writes series of words on the board such as "walks", "talks", "sees", etc. Students will write sentences in which the verb will be a s form of the verb and a second sentence in which one of these words is used just as a plural form of the word.	

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
24

Behavior: Recognizes and uses comparative form of adjectives.

Primary Activity	Elementary-Middle	Secondary Activity
See Flow Chart 21.		

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
25

Behavior: Uses prefixes. Ex.: supersmart.

Primary Activity	Elementary-Middle	Secondary Activity

1. Give student a list of common prefixes and a list of words. Let students write and match the prefix to make a common compound word.
2. Make flash cards from the above list and let student combine from each list and write only those that would make common compound words.
3. Take a common prefix and let student write a list of words that can be combined with the common prefix to make a common compound word.

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
26

Behavior: **Responds to questions asking what, who, when and where.**

Primary Activity	Elementary-Middle	Secondary Activity

Play a game of questions and answers, Using what, who, when and where. Let student take turns asking four questions using the above underlined words.

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
27

Behavior: Uses conjunctions to connect string of words, phrase or clauses.

Primary Activity	Elementary-Middle	Secondary Activity

Tell a story add on.

Let one student start the story and other students add on by using a conjunction when it's his time to add on.
Ex.: I looked out of the window ---- and I saw a man on the telephone pole --- but, etc. ---

Skill Category: Grammar

Flow Chart Code: II.C.2.b.(1)(a)
28

Behavior: Uses and with compound sentences.

Primary Activity	Elementary-Middle	Secondary Activity
Write on the board rows of sentences, A-B. Have the students with and connect the best sentence in the second list.	Same	Same

Ex.:

A		B
Bill is reading		She is playing.
Sandy can write	And	Mack can work on his numbers.
He is resting		Betty is playing.

Skill Category: Punctuation Flow Chart Code: II.C.2.b.(1)(b)
1a,b,c

Behavior: Use punctuation correctly to end sentences.

Primary Activity	Elementary-Middle	Secondary Activity
Give each child 3 cards. One will show a period, one a question mark, and one an exclamation point. Read a sentence to the class, then ask them to hold up the correct punctuation card.	Have sentences written on board and let them fill in punctuation. Have sentences written on cards. Have different punctuation marks written on clothespins. Students clip the correct punctuation on the sentences.	Students find and write questions from their readers, declarative and exclamatory sentences. Then they make up sentences of their own to fit each group, using the appropriate punctuation.

Skill Category: Punctuation

Flow Chart Code: II.C.2.b.(1)(b)
# 2a,b,c,d,e,
f,g

Behavior: Use a comma correctly in the appropriate places when writing sentences.

Primary Activity	Elementary-Middle	Secondary Activity
	Give each child a word card and arrange the children so that their cards form a sentence. Then let several other people hold a card with a comma on it. The children with comma cards must go to the correct place in the sentence and stand.	Put a list of sentences on the board without the use of commas. Let students fill in commas where they belong.

Skill Category: Punctuation

Flow Chart Code: II.C.2.b.(1)(b)
# 3a,b

Behavior: Uses quotation marks correctly.

Primary Activity	Elementary-Middle	Secondary Activity
	Let two children hold up a sentence strip that needs quotation marks. Have quotation marks on several cards and let student clip the quotation marks to the strip in the appropriate places.	Have students place quotation marks in correct places after writing sentences that need them. Construct sentence chart and with the use of movable stick on quotation marks, student will use the quotation marks correctly.

Skill Category: Punctuation

Flow Chart Code: II.C.2.b.(1)(b)
4a

Behavior: Uses apostrophes in the appropriate places when writing sentences. (possession)

Primary Activity	Elementary-Middle	Secondary Activity
	Have each student name one thing that belongs to him. Discuss how to write (John's pencil) to show possession. Then have each student write his name and item to show possession.	The teacher writes a sentence such as, "The ball belongs to John." Students rewrite the sentence as "The ball is John's."

Skill Category: Punctuation

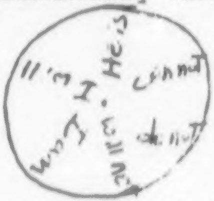
Flow Chart Code: II.C.2.b.(1)(b)
4b

Behavior: Uses apostrophes in the appropriate places in contractions.

Primary Activity

Use Middle and Secondary.

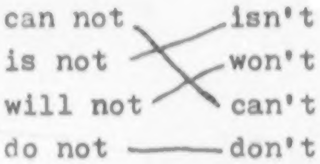
Elementary-Middle


He is
cannot
I will
do not
will not
I am

Use a paper plate to write the two words. Glue the contraction to a clothespin and let the student clip it to the correct two words.

Secondary Activity

Match the contraction with the two words opposite the contraction.


can not
isn't
is not
won't
will not
can't
do not
don't

Skill Category: Spelling

Flow Chart Code: II.C.2.b.(1)(c)
1

Behavior: Demonstrates visual perception of letters.

Primary Activity	Elementary-Middle	Secondary Activity
Teacher prepares cards with a letter on each card for each student. Teacher displays the letters that are being worked on for the day. Ask the student to match the letter to the one she is pointing to. (Especially the b's, d's, p's, and q's.)	Teacher prepares several sets of letters. Students are asked to match letters with the written letter from the board.	Have two sets of letters and let students play cards by matching the pairs. (Similar to Old Maid.) Student then identifies the pairs he matched.

Skill Category: Spelling

Flow Chart Code: II.C.2.b.(1)(c)
2

Behavior: Demonstrates memory of letters.

Primary Activity	Elementary-Middle	Secondary Activity
Teacher shows the child two letters and then hide the letters and ask the child to write the letters.	Teacher displays 3-4 letters at a time and asks student to write which one had been shown first, second, third, etc. Teacher expand the activity to about ten letters.	Ask students to write the A,B,C's without looking at any models or patterns. This should be done in manuscript and cursive writing.

Skill Category: Spelling

Flow Chart Code: II.C.2.b.(1)(c)
5

Behavior: Chooses correctly spelled word from others.

Primary Activity	Elementary-Middle	Secondary Activity
Show two words that do not look alike (boy, girl). Ask the child to find the one that was said and point to it.	On a ditto sheet, have several lines of words with five similar words per line. (get, net, pet, let, get.) Have the child to circle the ones that are alike in each row.	On a ditto sheet, have several lines of words that are not similar. Teacher calls out a word and student is to circle the word. (job, application, occupation, boss, vocation.)

Skill Category: Abbreviation

Flow Chart Code: Middle II.C.2.b.(1)(d) # 2

Behavior: Gives meaning of the abbreviations.

Primary Activity	Elementary-Middle	Secondary Activity
Show student an abbreviation on a card and ask the meaning - or ask to match to a picture that describes the picture. Example: yard stick picture to yd. picture of state to abbreviation.	Have a game where students are divided into teams and given an abbreviation and then the team must give the meaning of the abbreviation.	Take a popular record and teacher writes it in abbreviated form and student will complete the words. This can be with common phrase. Example: P.E., Home Ec, Gym.

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(P.L. 94-142, Part F).

Middle-Sec.

Skill Category: Functional Content in Written Expression

Flow Chart Code: XI.C.2.b.(2)(a)
1a

Behavior: Writes a paragraph with correct structure.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Given reading paragraphs the child is told to underline main idea.	1. Using reading materials, the students underline the main idea.
	2. Match paragraphs to main ideas from same paragraphs. (Use flannelboard or bulletin board.)	2. Use the same matching paragraph ideas on paper.

Skill Category: Spelling

Flow Chart Code: II.C.2.b.(1)(c)
3

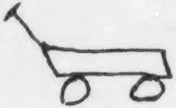
Behavior: Demonstrates matches letter sounds to letters.

Primary Activity	Elementary-Middle	Secondary Activity
Find all the things in the room that begins with a particular sound. (e.g. b-b-b; g-g-g, etc.)	Teacher says two words that begin with the same sound and ask child to find the beginning letter.	Teacher says three words and asks students to write the beginning sound of the words.

Skill Category: Spelling

Flow Chart Code: II.C.2.b.(1)(c
4

Behavior: Gives meaning and pronunciation of words on his level.

Primary Activity	Elementary-Middle	Secondary Activity
Match pictures with words and says the word.	Match the picture of a word to the actual word then match to meaning, then say the word.  - wagon - something to ride in	Matches vocational words to meaning and uses the word in a sentence. Secretary - one who types - The secretary is doing a good job typing.

Skill Category: Spelling

Flow Chart Code: II.C.2.b.(1)(c) # 6

Behavior: Writes word correctly from recall.

Primary Activity	Elementary-Middle	Secondary Activity
Teacher shows a word at a time and asks child to write the word.	Teacher says a word. Uses word in sentence. Says word again. Child is expected to write the word.	Teachers gives the definition of a word and says the word. Student is expected to write the word.

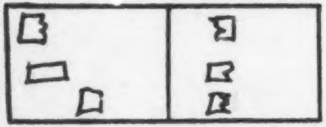
Skill Category: Abbreviation

Flow Chart Code: Middle
II.C.2.b.(1)(d)
# 1

Behavior: Matches the abbreviation to the words.

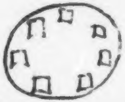
Primary Activity

Using a folder with matching cards like a puzzle, student matches abbreviation to the word.



Elementary-Middle

Make a circle with tags that have name written out.



Then put abbreviation on a clothes pin and the student matches.

Secondary Activity

Play card game like concentration and match abbreviation with the entire word.
Make up a bingo game using abbreviations.

Middle
Flow Chart Code: II.C.2.b.(1)(d)
3

Skill Category: Abbreviation

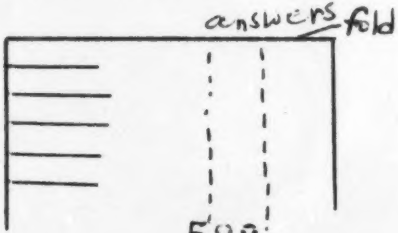
Behavior: Knows how to spell and write abbreviation.

Primary Activity

Using initials have students' initials on cards and show cards to class and have students to guess the person. Have student to practice writing initials on papers and assignments.

Elementary-Middle

On a plastic sheet have entire word written out and leave place for student to write abbreviation with a grease pencil. Make it self correcting by using an attached folded piece of paper.



Secondary Activity

Student write on the board the abbreviations on the board when the abbreviation is given out in a spelling bee type game.

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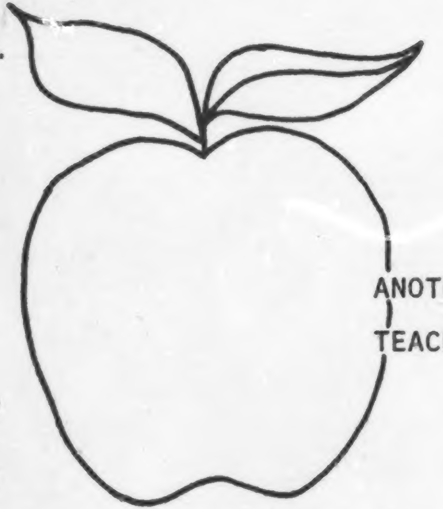
ACTIVITY BOOKLET

II. Communication
  C. Expressive
    2. Written
      b. Composition
        (2) Content



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TO
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BY: CENTER FOR EDUCATIONAL IMPROVEMENT
AND
NORTHEAST GEORGIA CESA
WINTERVILLE, GEORGIA

Middle-Sec.
Skill Category: Functional Content in Written Expression
Flow Chart Code: II.C.2.b.(2)(a)
1b
Behavior: Writes all sentences relating to the topic sentence.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Make chart with yes and no heading. Write sentences which relate to main topic under yes and sentences which are not directly related to main topic under no.	Same
	2. After completing the above have student rewrite paragraph using only the sentences under yes and check to determine if necessary information is included.	Same

Skill Category: Functional Content in Written Expression

Flow Chart Code: Middle-Sec. II.C.2.b.(2)(a) # 1c

Behavior: Writes a paragraph with correct structure; indents the beginning of all paragraphs.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Make a slide jig approximately 1/2 inch for student to use to show new paragraph when topic change occurs, (or index finger width from margin line).	→ Same

Skill Category: Functional Content in Written Expression

Flow Chart Code: Middle-Sec. II.C.2.b.(2)(a) # 2a

Behavior: Writes appropriate letters in different situations; writes thank you notes.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Following a field trip write a thank you note to person (establishment or business) stating appreciation of opportunity for visitation.	→ Same
	2. Design a thank you note with artwork and the above.	→ Same

Skill Category: Functional Content in Written Expression

Flow Chart Code: Middle-Sec. II.C.2.b.(2)(a) # 2b

Behavior: Writes invitations.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Write an invitation to a friend to attend a valentine party. List the occasion, the date, time, place.	________ Same
	2. Draw, paint, color or design an invitation that is appropriate for the occasion.	________ Same

Skill Category: Functional Content in Written Expression

Flow Chart Code: Middle-Sec. II.C.2.b.(2)(a) # 2c

Behavior: Writes appropriate letters in different situations; writes friendly letter or note.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Write a note using different salutations, the body, and closing appropriately. 2. Cut out various choice salutations, bodies and closings to match in order to determine the appropriateness of the combination. 3. Have a class discussion on the above.	Same as Elementary-Middle activity.

Skill Category: Functional Content in Written Expression

Flow Chart Code: Middle-Sec.
II.C.2.b.(2)(a)
# 2d

Behavior: Writes business letters.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Use bulletin board, charts, or flannel board to show the various parts of a business letter. Give the format of the above and have students place cut outs in proper position. 2. Let the students identify the necessary information to be included in a business letter.	Same as Elementary-Middle activity.

Skill Category: Functional Content in Written Expression
Flow Chart Code: Middle-Sec. II.C.2.b.(2)(a) # 3
Behavior: Identifies the parts of a letter and format.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Show on the chalkboard the parts and format of various types of letters. Let the student identify and justify their choice of type format to use in specific instances. 2. Have students to use the cut out methods for the identification of various letters. 3. Give students letters with incorrect portions and have students identify the error or errors and justify their choice.	Same as Elementary-Middle activity.

Skill Category: Functional Content in Written Expression

Flow Chart Code: Middle-Sec. II.C.2.b.(2)(a) # 4

Behavior: Addresses correctly an envelope, including return address.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Use the "Jr. Postman" that can be obtained from the Post Office at no cost. 2. Use the film obtained on loan from the post office. 3. Let the student fill in the missing parts on envelopes.	Same as Elementary-Middle activity.

Skill Category: Functional Content in Written Expression

Flow Chart Code: Middle-Sec.
II.C.2.b.(2)(a)
# 5

Behavior: Writes an anouncement of an event giving all necessary information.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Let the student design and write a newspaper on the coming school events. 2. Let students read the daily newspaper and write the synopsis of the coming events in own community and analyze the articles for completeness. 3. Analyze as in number 2 using the "Who's doing what, when, where, and why?"	Same as Elementary-Middle activity.

Middle-Sec.

Skill Category Functional Content in Written Expression　　**Flow Chart Code:** II.C.2.b.(2)(a)
# 6

Behavior: Writes a newspaper advertisement giving all necessary information.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Analyze an advertisement and ask students write out the when, why, what, whose, how, and where. 2. Have students to write an advertisement to conduct a class sale for arts and crafts, bake sale or service sale, etc.	Same as Elementary-Middle activity.

Skill Category: Functional Content in Written Expression

Flow Chart Code: Middle-Sec. II.C.2.b.(2)(a) # 7

Behavior: Writes (copies) a recipe including all necessary information.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Let students copy recipes or directions from books (including cookbooks) newspapers and magazines; making things (or cooking) different items in the classroom. 2. Check recipes or directions for accuracy by writing out as followed to fruitful completion.	Same as Elementary-Middle activity.

Skill Category: Functional Content in Written Expression

Flow Chart Code: Middle-Sec. II.C.2.b.(2)(a)
8

Behavior: Writes a shopping list of needed items.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Let student read advertisements and compare prices from different grocery stores and write a list of items needed to feed a hypothetical family for one week.	Same as Elementary-Middle activity.

Skill Category: Functional Content in Written Expression

Flow Chart Code: Middle-Sec. II.C.2.b.(2)(a)
9

Behavior: Completes job application with relevant information.

Primary Activity	Elementary-Middle	Secondary Activity
	1. Let students apply for job related necessities for instance social security cards, job permits for minors and resume, etc. 2. Get dummy applications for students to practice writing by filling in proper information.	Same as Elementary-Middle activity.

Skill Category: **Creative Content**

Flow Chart Code: Elementary
II.C.2.b.(2)(b)
# 1

Behavior: **Writes a sentence that expresses an idea.**

Primary Activity

Given the suggestion of what did you do over the weekend. Have the students write down what he did that was interesting.

Elementary-Middle

Three Little Words.

1. Prepare a set of small cards with three related words on each.
2. The child picks a card and writes down a sentence including all the words that appear on the card.
3. Increase difficulty. Use words less closely related or increase the number of words.

Secondary Activity

Same as middle school activity. Just increase number words.

Example of cards:

boy
ball
window

rain
picnic
children

cat
goat
bear

Skill Category: Creative Content

Flow Chart Code: Elementary
II.C.2.b.(2)(b)
# 2

Behavior: Writes a short story when shown a picture.

Primary Activity	Elementary-Middle	Secondary Activity
Hold up a picture that would interest the students. Then have the children write down what they first think of about the picture. Then discuss the picture and what it is relaying. Do not grade on structure of sentence or grammar, only on expression.	Hold up a picture of students of their age group playing basketball or baseball or any interesting outside activity. Discuss what is going on in the picture then have the students write down what they think will happen next in the picture.	Hold up a picture relating to a job situation and have the students write a short story on what is happening in the picture or what they would do if they were in that situation.

Skill Category: Creative Content

Flow Chart Code: Elementary
II.C.2.b.(2)(b)
# 3

Behavior: Writes an original ending to an unfinished story.

Primary Activity	Elementary-Middle	Secondary Activity
Show the children a picture which has something missing. Discuss the picture except for what is missing. Then have the children write down about the picture and to include what is missing from the picture to finish the story.	Given a short story to read which doesn't have an ending. Have the student read the story and then have them write how they would complete the story.	Same activity as middle school. Just give a story at the interest level of the students and their age.

Skill Category: Creative Content

Flow Chart Code: Elementary
II.C.2.b.(2)(b)
# 4

Behavior: Writes a story about pictures he has collected which tells something about himself.

Primary Activity	Elementary-Middle	Secondary Activity
Have the children bring pictures or cut out pictures of things they like to do.	Bring pictures from home showing the different stages of development. Then have the child organize the pictures and then write a short story about one interesting event that took place in one of the pictures that the child remembers.	Again, have the child bring a picture of himself and write a short story about what an interesting life he has had.

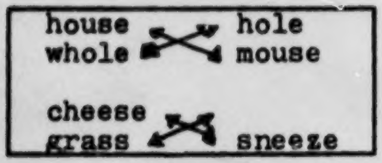
Skill Category: Creative Content

Flow Chart Code: Elementary
II.C.2.b.(2)(b)
# 5

Behavior: Write a short poem or song from imagination or experience.

Primary Activity

Prepare cards of words which rhyme. After the students can match words which sound alike, have them to take these words to write a poem about. Use words which will relate to a general topic.



Elementary-Middle

After giving instructions on writing a poem or a song, have the students write a poem or a song of his choice. You may write a list of words which rhyme on the board for the students to consult for a reference only.

Secondary Activity

After giving instructions on writing poems or songs, have the students either choose a picture or use their own imagination to write a poem.

Skill Category: Creative Content

Flow Chart Code: Elementary
II.C.2.b.(2)(b)
# 6

Behavior: Write a creative story on topic of student's choice.

Primary Activity	Elementary-Middle	Secondary Activity
Discuss in general different topics the children are interested in. Then have them write a story about some of the interesting things they discussed.	Let student write during a time of free expression of working from a Learning Center of different pictures. Let the students work individually on writing a creative story either related to the pictures or any other topic of their choice.	Same activity as middle school.

Elementary

Skill Category: Creative Content

Flow Chart Code: II.C.2.b.(2)(b)
7

Behavior: Creates poster for bulletin board on certain topic.

Primary Activity

Select the home as the overall activity. Have one student brainstorm the things he knows about at home. Record his ideas then ask him to select 1 idea and begin to look for pictures in magazines to show his idea. Have him label items.

Elementary-Middle

Take the students on a nature hike. Ask them to pick up any items they would like to display in the room. Categorize the items and label for display. Then ask the students to write 2 to 5 sentences describing their find. Place the writings on display.

Secondary Activity

Using clear contact paper, soap, water and magazines, crylon spray. Ask the students to find a picture to make into a poster. After finding a picture the student will cut a piece of contact paper the approximate size of the picture. Place the sticky side down on the face of the picture. Rub the contact paper with a blunt stick to lift the print from the page. After rubbing, place the page into soapy water until the paper easily rubs off with your finger. Let dry; spray back of page with crylon

Elementary
Skill Category: Creative Content Flow Chart Code: II.C.2.b.(2)(b)
7 (cont'd)

Behavior: Creates poster for bulletin board on certain topic.

Primary Activity	Elementary-Middle	Secondary Activity
		paint. Then ask students to write a slogan to represent poster and display them on bulletin board.

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EC120215

ACTIVITY BOOKLET

II. Communication
  C. Expressive
    2. Written
      a. Handwriting

ANOTHER GLRS
TEACHER SUPPORT SERVICE

RESOURCE GUIDE
TO
APPLIED BASIC SKILLS

BY: CENTER FOR EDUCATIONAL IMPROVEMENT
AND
NORTHEAST GEORGIA CESA
WINTERVILLE, GEORGIA

608

II. Communication
  - C. Expressive
    - 2. Written
      - a. Handwriting
        - (1) Manuscript

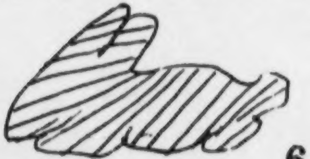
Pre-Writing Skills
Skill Category: Handwriting Skills
Flow Chart Code: II.C.2.a.(1)
1

Behavior: Hand Control.

~~Primary Activity~~	~~Elementary-Middle~~	~~Secondary Activity~~

Activities that aid children in hand control:

1. Sewing cards -- can well be homemade. Use cardboard and heavy crewel needle or steel knitting needle to make holes over design.
2. Bead stringing -- Starting with large beads and shoe lace and move to small beads and needle and thread.
3. Make beads of wall paper strip. (Roll strip of wall paper over knitting needle and paste.) Shellac finished beads to keep them clean longer.
4. Pegboard -- Follow design in color or use free activity.
5. Stencil tracing and filling in stencil with spaced horizontal lines.



Pre-Writing Skills

Skill Category. Handwriting Skills

Flow Chart Code: II.C.2.a.(1)
# 1 (cont'd)

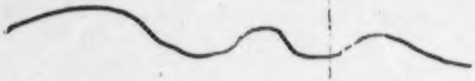
Behavior: Hand Control.

~~Primary Activity~~	~~Elementary-Middle~~	~~Secondary Activity~~

6. Tracing around objects of various sizes, and then trace over outline. Fill in outline with spaced horizontal lines, as above.

7. Copying patterns as:

a.



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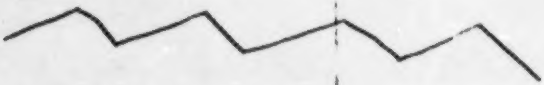

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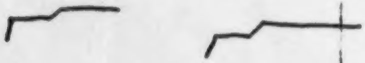

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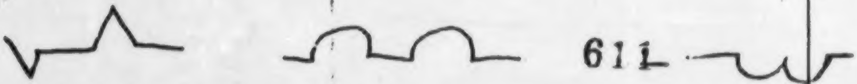

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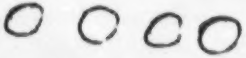

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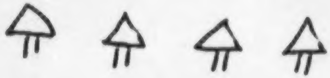

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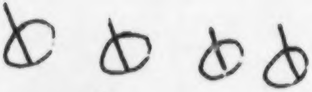

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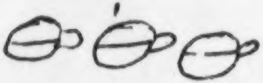


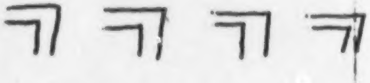
Pre-Writing Skills

Skill Category: Handwriting Skills
Flow Chart Code: II.C.2.a.(1)
1 (cont'd)

Behavior: Hand Control.

Primary Activity | Elementary-Middle | Secondary Activity

7. i.



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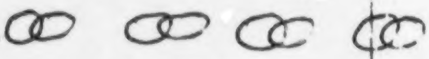

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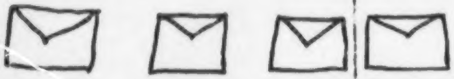

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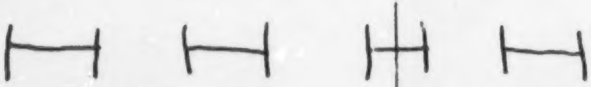

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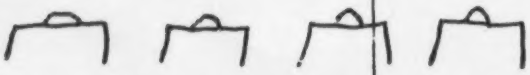

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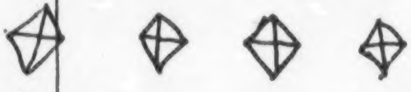

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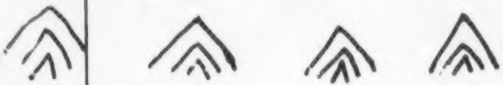

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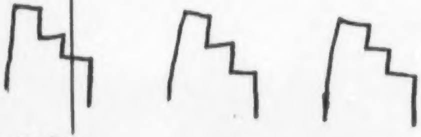

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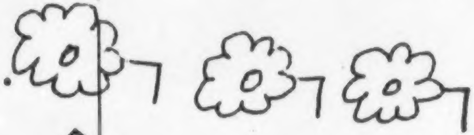

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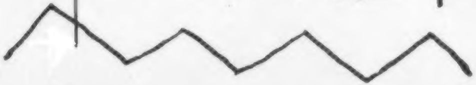
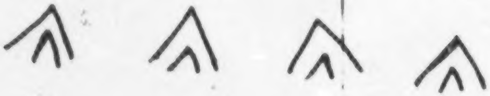


Pre-Writing Skills
Skill Category: Handwriting Skills
Flow Chart Code: II.C.2.a.(1)
# 1 (cont'd)

Behavior: Hand Control.

~~Primary Activity~~ | ~~Elementary-Middle~~ | Secondary Activity

7. s.



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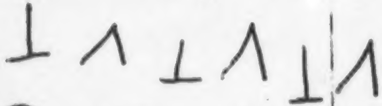

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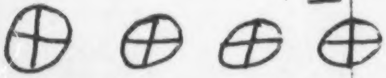

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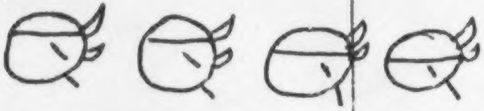


Note: Have child having poor coordination complete exercises like those above on blackboard with damp sponge.

Skill Category: Handwriting Skills   Flow Chart Code: II.C.2.a.(1)
# 2

Behavior: Hand Control.

~~Primary Activity~~ | Elementary-Middle | ~~Secondary Activity~~

Materials:

1. Manila paper which children fold for lines.
2. Soft large lead pencil.
3. Manila paper lined into squares of 3/4" to 1".
4. Felt nibbed pen.
5. Pencil run through small ball.
6. Squared paper with pattern in colors for child to follow on peg board, as:
   2 red, 2 blue, 1 yellow, and repeat.
7. Stencils - designs, letters.
8. Pan, clay, stylus (orange wood stick).
9. Sandpaper letters.

Teaching of Manuscript
Skill Category: Handwriting Skills
Flow Chart Code: II.C.2.a.(1)

Behavior:

~~Primary Activity~~	~~Elementary-Middle~~	~~Secondary Activity~~

I. Position and Materials:

1. Have child assume a comfortable posture, sitting well back in chair, feet flat on floor.
2. Have desk cleared of all but writing materials.
3. The pencil should be held securely but not clutched.
4. The paper should be slightly tipped-
   Note: to right for left-handed
   to left for right-handed.
5. All beginning writing should be done on blackboard, using medium soft chalk.
   a. Child uses large muscles as letters should be at least 2 inches tall.
   b. Teacher can see what each child is doing.
6. When the child writes well on blackboard, move him to unlined rough-surfaced paper. Manila drawing paper is best. Fold paper to indicate lines. Use this folded paper before using lined paper.
7. Next, introduce wide-lined paper, of Manila type. Continue to use Manila paper until child can write easily and with good coordination. This type of paper reduces eye strain.
8. Next, use paper with 2" space between lines. Move child to 1" spaces when

Teaching of Manuscript
Skill Category: Handwriting Skills
Flow Chart Code: II.C.2.a.(1)

Behavior:

~~Primary Activity~~ | ~~Elementary-Middle~~- | Secondary-~~Activity~~

II. Points to Stress:

1. Spacing of material on paper.
2. Space between lines should be twice the size of small letters.
3. Space between words should be the width of one letter.
4. Letters should be of uniform slant, even height, and should be made with firm strokes. There should be ending strokes on all letters.

Teaching of Manuscript

Skill Category: Handwriting Skills

Flow Chart Code: II.C.2.a.(1)

Behavior:

~~Primary-Activity~~

MAKING LETTERS

stick letters

i t l

hump letters

r n m u s

~~Elementary-Middle~~

tail letters

p j g q

round letters

o a c e

~~Secondary-Activity~~

tall letters

b d f k h

slant letters

v w, x z y

II. Communication

    C. Expressive

        2. Written

            a. Handwriting

                (2) Cursive

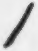
Skill Category: Cursive Handwriting

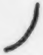
Flow Chart Code: II.C.2.a.(2)
1

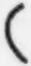
Behavior:

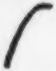
~~Primary Activity~~	~~Elementary-Middle~~	~~Secondary Activity~~

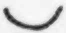
Student must be taught and then they must demonstrate by writing the basic cursive writing strokes.

slant - 

inward curve 

downward curve 

upward curve 

under curve 

Skill Category: Cursive Handwriting

Flow Chart Code: II.C.2.a.(2)
# 2

Behavior:

~~Primary Activity~~ ~~Elementary-Middle~~ ~~Secondary Activity~~

Student should be able to trace the basic strokes either in sand or by pencil with paper.

over-curve

a) Practice drills in all the basic strokes; important at this point in instruction.

Skill Category: Cursive Handwriting

Flow Chart Code: II.C.2.a.(2)
# 3

Behavior:

~~Primary Activity~~	Elementary-Middle	Secondary Activity

Students must be able to transform the basic strokes into the alphabet letters.

(a) Begin with small letters first.

i u a m o v l b

(b) Inward curve).

e s w j p

(c) Then introduce words which have those letters (see, fell, wet, pet).

(d) Down curve (.

c a o d q g

Skill Category: Cursive Handwriting

Flow Chart Code: II.C.2.a.(2)
# 3 (cont'd)

Behavior:

Primary Activity	Elementary-Middle	Secondary Activity
(e) Up stroke / . n m x	y z h k	
(f) Under curve ‿ . o w b	v r	

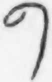
Skill Category: Cursive Handwriting

Flow Chart Code: II.C.2.a.(2)
4

Behavior:

Primary Activity	Elementary-Middle	Secondary Activity

Begin with drills in using capitals.

(a) Over curve (cane stroke). 

H K M N U V W

Y G I S B J L P T

R F

Skill Category: Cursive Handwriting

Flow Chart Code: II.C.2.a.(2)
# 5

Behavior:

Primary Activity

Elementary-Middle

Secondary Activity

Begin to do practice drills.

(a) Students write name and address.

(b) Continue with drills on words they know how to spell.

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